

R E P O R T R E S U M E S

ED 014 172

EC 000 563

A DESIGN FOR DAILY LIVING, CURRICULUM GUIDE FOR CHILDREN AND YOUTH WITH INTELLECTUAL DISABILITIES. EXCEPTIONAL CHILD EDUCATION, BULLETIN NUMBER 6.

DUVAL COUNTY SCHOOLS, JACKSONVILLE, FLA.

PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$9.48 235F.

DESCRIPTORS- \*CURRICULUM GUIDES, \*EDUCABLE MENTALLY HANDICAPPED, \*VOCATIONAL EDUCATION, \*PREVOCATIONAL EDUCATION, SECONDARY GRADES, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS),

THIS SECONDARY LEVEL CURRICULUM IS BASED ON OCCUPATIONAL EDUCATION AND COVERS THE TOPICS OF CONSUMERS IN THE TRADING AREA (GRADE 7), JOBS IN THE TRADING AREA (GRADES 8 AND 9), OCCUPATIONAL READINESS (GRADE 10), FAMILY AND COMMUNITY LIVING (GRADE 11), AND THE WORKER AS A CITIZEN (GRADE 12). WITHIN EACH TOPIC AREA, UNITS ARE STRUCTURED AROUND PROBLEMS FOR WHICH SUGGESTED ACTIVITIES, SUGGESTED VOCABULARY, RELATED SKILLS, AND INSTRUCTIONAL MATERIALS ARE OUTLINED. THE APPENDIX PROVIDES SUPPLEMENTARY MATERIALS SUCH AS WEEKLY AND YEARLY PLANNING CHARTS, JOB ANALYSIS SCHEDULE FORM, OUTLINE OF THE PROGRAM AT DUVAL COUNTY SCHOOL, AND AN OUTLINE OF JOB AREAS IN DUVAL COUNTY, BASED ON RECORDS OF EMPLOYMENT OF FORMER STUDENTS. (MY)

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# EXCEPTIONAL CHILD EDUCATION

ED014172

INTELLECTUAL DISABILITIES

ELEMENTARY  
CURRICULUM  
GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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A DESIGN FOR DAILY LIVING

Curriculum Guide

For

Children and Youth with Intellectual Disabilities

EXCEPTIONAL CHILD EDUCATION

DUVAL COUNTY SCHOOLS  
330 EAST BAY STREET  
JACKSONVILLE, FLORIDA  
1966

Bulletin #6



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## FOREWORD

A new day is dawning for the education and training of intellectually handicapped individuals. The fact that many intellectually handicapped adults have records of satisfactory employment in unskilled and semi-skilled occupations is a weather-vane for curriculum improvement. The degree to which this venture succeeds or fails will influence the extent to which they can be expected to experience life-long acceptance or rejection, self-support or charity, success or failure, neighborliness or resentfulness.

During recent years, great progress has been made in the education of intellectually handicapped pupils at all school levels, to which this curriculum guide is devoted. They are fundamentally similar to other children and their general educational goals are essentially the same, including achievement or self-realization, the development of proper relationships with other individuals, the attainment of economic sufficiency, and the discharge of civic responsibility. They, too, need to acquire sound personal economic principles, good judgment in buying, good health practices, regard for social virtues, wise choice of occupations and employers, good work attitudes, pride in workmanship and determination to succeed.

We must marshal our resources to surmount the formidable barriers presented by the intellectually handicapped. The complexity of the problem is increased by the obvious requirement that all such learning experiences must be appropriate for their respective levels of social, mental, and emotional development. The selection of carefully chosen experiences to effectively implement this objective is the difficult and exciting task of those who assume curriculum-making responsibilities in this field. Further improvements are to be anticipated in this challenging field in which Duval County's leadership is nationally recognized.

We are humbly aware of our heavy responsibility and our rewarding opportunities.

Ish Brant  
Superintendent

## PREFACE

The Duval County School System has been a pioneer in the education of the exceptional child. The present program has evolved from a small, and sometimes misunderstood, beginning into the dynamic comprehensive effort it is today. All along this growth has been marked by a dedication on the part of the teachers involved which has been an inspiration to the entire system.

An integral factor in the success of the exceptional education program has been the curriculum materials and course outlines available. Almost without exception these have been prepared locally. When workshops were not available they were developed in the "off hours" of the teachers. These materials represent endless hours of study and writing, but the increased effectiveness of the program which results seems to be a balancing compensation. This guide has been prepared in the same tradition and with the same faith.

The aims and objectives of this guide are consistent with the goal of providing the exceptional student with an opportunity to prepare himself to the best of his ability for a self-respecting role in today's society.

The philosophy, the techniques, and the materials which will assist the teacher in achieving this goal are provided in this and other guides. We are confident the end result will amply reward all those who labor so faithfully that our children may have the best in education.

Dr. C. E. Anderson  
Director of Administration

## INTRODUCTION

Predictions concerning specifics of the physical environment of "our world" a dozen years hence are precarious in light of rapid advancement in the exploration of the earth's setting. Yet it seems certain--not just predictable--that the destination of today's child is tomorrow's society. If this be the goal, the educational objectives established for all children are indeed generally appropriate for children with intellectual handicaps: self-realization, human relationship, economic efficiency, and civic responsibility.<sup>1</sup> Let their destination be recognized as participation in the daily life of their communities as adults--to the extent of their own and communities' potentials.

Development of these potentials cannot be left to chance without threat of atrophy and/or distortion. The present functioning of both the children with intellectual handicaps and the resources of their communities must be thoroughly inventoried. These data must be studied in relationship to the minimum requirements for any adult to participate in the daily life of his community. Differences between present functioning and minimum requirements can then be determined. Obviously, these differences represent not only the minimum functional achievement to be nurtured, but also the minimum content to be structured in the development of curriculum.

Identification of the minimum requirements of daily living seems prerequisite, then, to designing and constructing a curriculum for children and youth with intellectual handicaps. Furthermore, each requirement needs detailed study in order to determine the specific skills which comprise a particular competency and the sequence in which these skills appear to be acquired developmentally. The essence of the curriculum is the promotion of children's proficiency in these skills and their understanding of the values and concepts on which they are dependent. These functional skills in daily living need to be identified also for serving as a check sheet in inventorying what a child can do, for determining specific skills which a particular child is ready to acquire next, and for providing an objective basis for measuring his progress.

Participation in the daily life of a community as an adult appears to require adequacy in at least being responsible for personal care, communicating, earning (or contributing to family's) income, functioning as a citizen, getting about the community, getting along with people, managing an income, and using non-occupational time. Thus, a primary responsibility in teaching children with intellectual handicaps seems to be the structuring of each and every learning situation in such a way as to enable these children to move closer toward the goal of adequacy in daily living manifest in these minimum requirements.

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<sup>1</sup>Educational Policies Commission. Policies for Education in American Democracy. Washington, D. C.: National Education Association, 1946. p.189.



## ACKNOWLEDGEMENTS

The program for children with intellectual disabilities in Duval County was inaugurated in the public school system in the early twenties. State legislation in 1941 and 1947 made possible an expansion of the educational planning for exceptional children and a secondary program was begun at that time. As the program was expanded the need for a curriculum guide for teachers was recognized and a workshop for special class teachers was held in 1950 with Dr. William Cruikshank, of Syracuse University, as a consultant. Under Dr. Cruikshank's guidance, with the assistance of Mrs. Thelma Godfrey, then local Supervisor of Exceptional Child Education, and Mrs. Roberta Coles, State Consultant of Exceptional Child Education at that time, an "Occupational Guide for Teachers of Slow-Learning Children" was developed.

It was anticipated that any curriculum guide would constantly require reorganization and revision as the program was developed and expanded. Extension courses from Florida State University were offered in 1959 and 1960 with Mrs. Ellen Thiel as instructor. Out of these courses on "Curriculum Development for Children and Youth with Intellectual Handicaps" came the framework for the present guide. Mrs. Thiel also conducted workshops in several other counties and at Florida State University where the material was further developed and revised. Grateful acknowledgement is given Mrs. Thiel for her inspired leadership in developing the framework of the design and for her generous sharing of concepts of the design, research and implementation. Perhaps most important of all, and most gratefully appreciated, was the sharing of her time, professional knowledge and skill, and her concern for the Duval County Program for Children and Youth with Intellectual Handicaps.

Since the time of Mrs. Thiel's classes here, Duval County teachers of children with intellectual handicaps have worked toward developing the framework and incorporating additional materials. Subsequent curriculum workshop committees have revised, rewritten, evaluated and expanded existing materials yearly.

We wish to acknowledge the contributions of all teachers of the intellectually handicapped who have given their time and efforts to make this a realistic and workable program.

Special acknowledgement is given to the following teachers who have worked in summer curriculum workshops:

Mrs. Marilyn Bagby  
Mr. Herbert Connell  
Mr. Mancel H. Gerstman  
Mrs. Hazel Hoffman  
Mrs. Katherine Kachenko  
Mrs. Margaret Milton

Mr. Gregory Szelak  
Miss Lucille Varnes  
Mrs. Lorraine Wilson  
Mr. Otha Wooden  
Miss Jean Woodley

### Consultants in the Curriculum Development:

Mrs. Ellen Thiel - Coordinator, Exceptional Child Education, Florida State University  
Mrs. Julia M. Wickersham - Supervisor, Exceptional Child Education  
Mrs. Phyllis H. Rooney - Coordinator, Exceptional Child Education  
Mrs. Thelma Godfrey - Retired Supervisor, Exceptional Child Education  
Miss Mary Lou McEver - Consultant, Exceptional Child Education  
State Department of Education

It is not presumed that this curriculum guide is complete or will remain static, but it will serve as a guideline with patterns of development pointing toward specific goals. Teachers will continue to expand, adapt, and experiment with this guide in order to provide an essentially uniform, vital and "on-going" curriculum for the total program for educable intellectually disabled youth in Duval County.

The introduction, philosophy and elements of the Design for Daily Living have been included in this section of a twelve year plan of design in order to emphasize the spiralling yearly scopes of investigation in laying a curriculum foundation that will be sequential in development of content and skills.

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## EXCEPTIONAL CHILD EDUCATION

### ELEMENTS AND PHILOSOPHY OF A DESIGN FOR CURRICULUM DEVELOPMENT

#### CLASS DIMENSIONS

#### ACHIEVEMENT / MEASUREMENT



## ELEMENTS OF A DESIGN FOR CURRICULUM DEVELOPMENT

A curriculum can be perceived as the vehicle by which children with intellectual handicaps travel from where they are developmentally when they enter the daily life of the school community (hopefully - at the age of six) to where they need to be societally when they merge (hopefully - twelve years later) with the daily life of the adult community. This is a long trip and these children travel slowly. Dead ends need to be avoided. Some detours will be necessary. Rerouting will be advisable where old roads can be by-passed for improved highways. Each driver - each teacher - will handle the vehicle differently. In the final analysis it appears that curriculum for any one class for any one year is no more and no less than what any particular teacher embodies in his pupil's program.

Every teacher needs to know where his pupils have been and where they will be going when they have passed through the segment of the journey which their time represents. Consequently, there should be available to each teacher of children with intellectual handicaps an itinerary for the entire trip. It should be recognized that such an itinerary - a curriculum guide - is essential although it will need to be adapted to any specific setting and class. Curriculum guides to a long range and total school program for children with intellectual handicaps can be and are issued at various points within the educational hierarchy - a special day or residential school, a local school system, a state department of education. One of the most noteworthy to date was issued at a university.<sup>2</sup> It seems most likely that curriculum guides are most meaningful when developed as a group effort by the teachers of children with intellectual handicaps within a local school system. The larger the region to be served by a curriculum guide, the greater the need for generalizations because of increasing variations among the physical and social environments to be embraced.

A curriculum guide, per se, however, is not the beginning of the planning required concerning what children with intellectual handicaps need to learn. Behind a vehicle which serves the purpose for which it is intended there is a theoretical model. Behind every curriculum guide there should be a design. As the vehicle needs a frame, so does a curriculum guide need structure. Four elements, at least, need to be considered in creating the skeleton for a curriculum guide:

1. Problems to be investigated
2. Scopes of the investigation
3. Developmental organization of the problems
4. Organization of vocabulary

Successively more advanced patterns of organization of knowledge appear to be operative among children as reservoirs of information fill up, as associations multiply, and as indirect relationships are recognized. For children who characteristically are deficient in higher thought processes, patterns of organization of information need to be conceived as a third structural factor previous to determining vital details of content. Each pattern of organization needs to govern a greater unit of time than one school year to reflect more accurately the range of time during which these children might be nurtured into moving with adequacy from one frame of reference to a higher level of organization. This could be accomplished most practically, perhaps by acknowledging existing functional and equal divisions of school programs. Thus, the ranges of the developmental organizations of the persisting problems could be primary, intermediate, junior, and senior.

#### ORGANIZATION OF VOCABULARY

It has been stated previously that the essence of a curriculum for these children is the promotion of their proficiency in the functional skills (and their understanding of the values and concepts on which these are dependent) requisite to their participation in the daily life of their communities. To the extent that these skills are identified it would be possible to predetermine the vocabulary necessary to the oral communication inherent in the teaching-learning process and pertinent to the demands of daily living. The simplicity and familiarity of words comprising a functional speaking vocabulary fails to stimulate teachers to recognize their own need to classify these words in relation to content in readiness for efficient promotion of language development among children with intellectual handicaps. Thus, a fourth factor in a design for development of curriculum is organization of a functional speaking vocabulary.

<sup>1</sup>Thiel, Ellem, Design for Daily Living - A Framework for Curriculum Development for Children and Youth with Intellectual Handicaps, School of Education, Florida State University, 1959.

<sup>2</sup>Neuber, Margaret A., Social Skills for Learning and Living: A Guide for Teachers of Children With Retarded Mental Development, Revised, State College, Penn. State University, 1959, pp. 186

### SOME BASIC CONCEPTS IN OUR NATION'S MORAL AND SPIRITUAL HERITAGE<sup>1</sup>

1. Man is a spiritual being of dignity and worth by virtue of the fact that he has origin and destiny in God, his Creator.\*
2. As a spiritual being of dignity and worth, man is to be treated as an end in himself and is not to be exploited to serve the ends of others.\*
3. As a person of dignity and worth, man should develop self-respect and should endeavor to develop those capacities which are unique to him as an individual. He should not permit his unique individuality to be submerged or unduly threatened by the conformist pressures of society.\*
4. As a person of dignity and worth, man should recognize and respect these same qualities in his fellow men and should be responsible for promoting their general welfare.\*
5. All men are created equal in that they have equal worth in the sight of God, and, therefore, they have equal rights before the law and deserve equal opportunities to develop to the maximum their innate capacities.

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<sup>1</sup>Work Draft. Tentative Guide to Teaching Moral and Spiritual Foundations in American Democracy. Tallahassee: State Department of Education, 1956, p. 1.

\*Revised in final publication: A Guide--Teaching Moral and Spiritual Values in Florida Schools, Bulletin 14. Tallahassee: State Department of Education, 1962, pp. 6-7.

## TEN TENETS IN THE EDUCATION OF CHILDREN AND YOUTH WITH MENTAL RETARDATION

The following ten operational principles in the education of children with intellectual disabilities which limit their scholastic aptitudes are subject, of course, to modification if and as research in this area of exceptionality produces different guidelines.

1. Equitable educational opportunity enabling children with intellectual disabilities to develop their academic, social and prevocational potentials should embrace a twelve-year, developmental instructional program available by the age of six years.
2. Self-care, social and vocational competence as adults participating in the life of the community are the major goals of a developmental instructional program for children with intellectual disabilities.
3. Programs in social settings more sheltered than those of elementary and secondary public school centers enable equitable educational opportunity for those children with severe intellectual disabilities who, on the basis of results of individual physiological, psychological and sociological assessments by qualified examiners, warrant for purposes of educational management the classification of "trainable" (having the potential with special training of limited self-care, social adequacy and economic usefulness to others only in a restricted environment, e.g., rural settings, sheltered workshops, residential training centers).
4. Children with intellectual disabilities warranting the classification of "educable" should be assigned to public school centers providing for the majority of non-handicapped children within the same chronological age ranges, as realistic settings within which to develop their potentials for social adequacy.
5. Special education classes should be planned and organized, and candidates identified, on a district-wide basis with the two or more special classes in any public school center available for assignment of pupils not necessarily living within the attendance area of that particular school. Pupils whose performances on standardized group tests of mental maturity are among the lowest five per cent of the I.Q. scores obtained (within intervals of no more than three years) for the total membership of the elementary or the junior high or the senior high schools of the local school district should be considered suspect.
6. Children with intellectual disabilities require a special curriculum with the objectives stated in terms of persisting problems of daily living, rather than a remedial adaptation of a curriculum designed for the majority of the school-age population with objectives stated in terms of usual school subjects.



7. A special curriculum for children with intellectual disabilities can be developed most effectively in special education classes taught by teachers with specialized preparation in this area of exceptionality and with access to the essential special equipment, materials and community resources.
  - a. Special education classes for children of elementary school age should be self-contained. The school day for six and seven year olds should be shorter than that for pupils nine years old or more.
  - b. Special education classes for children of junior high school age should be of sufficient number (three, advisedly) in any one junior school center to enable departmentalization within the special curriculum.
  - c. Special education classes for children of senior high school age should be of sufficient number in any one comprehensive senior high school to enable departmentalization within the special curriculum and/or team-teaching, and should be organized to accommodate a work-study program to increase occupational readiness.
8. Pupils should be assigned to special education classes or departmentalized programs for children with intellectual disabilities for full-time instruction, except for selected subject(s), if any, in which a particular pupil has sufficient demonstrated skill and sufficient social competence to participate in a regular class with dignity and satisfaction.
9. The "dimensions" of any special education class or homeroom for children with intellectual disabilities should reflect the following pupil data:
  - a. Both boys and girls make up the membership.
  - b. Chronological age range is three years or less.
  - c. Potential rates of learning as expressed by intelligence quotients obtained through individual psychological assessments by qualified examiners (within intervals of no more than three years) embrace a range of thirty points or less.
  - d. Mental retardation is the primary functional learning disability of the pupils assigned to special education classes for children with intellectual disabilities. Perceptual disorders, hyperactivity, etc., can be associated with this disability. Secondary handicaps requiring additional modifications or special services can also be present, e.g., motor, visual, hearing or speech disabilities, personality or social adjustment problems, or physical health problems including seizures. Consequently complete physical examinations annually are required with results being reported in writing to the school by county board of health, school or family physicians.

- c. Class membership, and/or teacher load, does not exceed the following maximums:

<u>Class Range</u>	<u>Ages</u>	<u>No. of Pupils</u>
Primary	6 to 9	8 (12 if two half-day sessions)
Intermediate	9 to 13	12
Junior High	13 to 16	15
Senior High	16 to 19	18

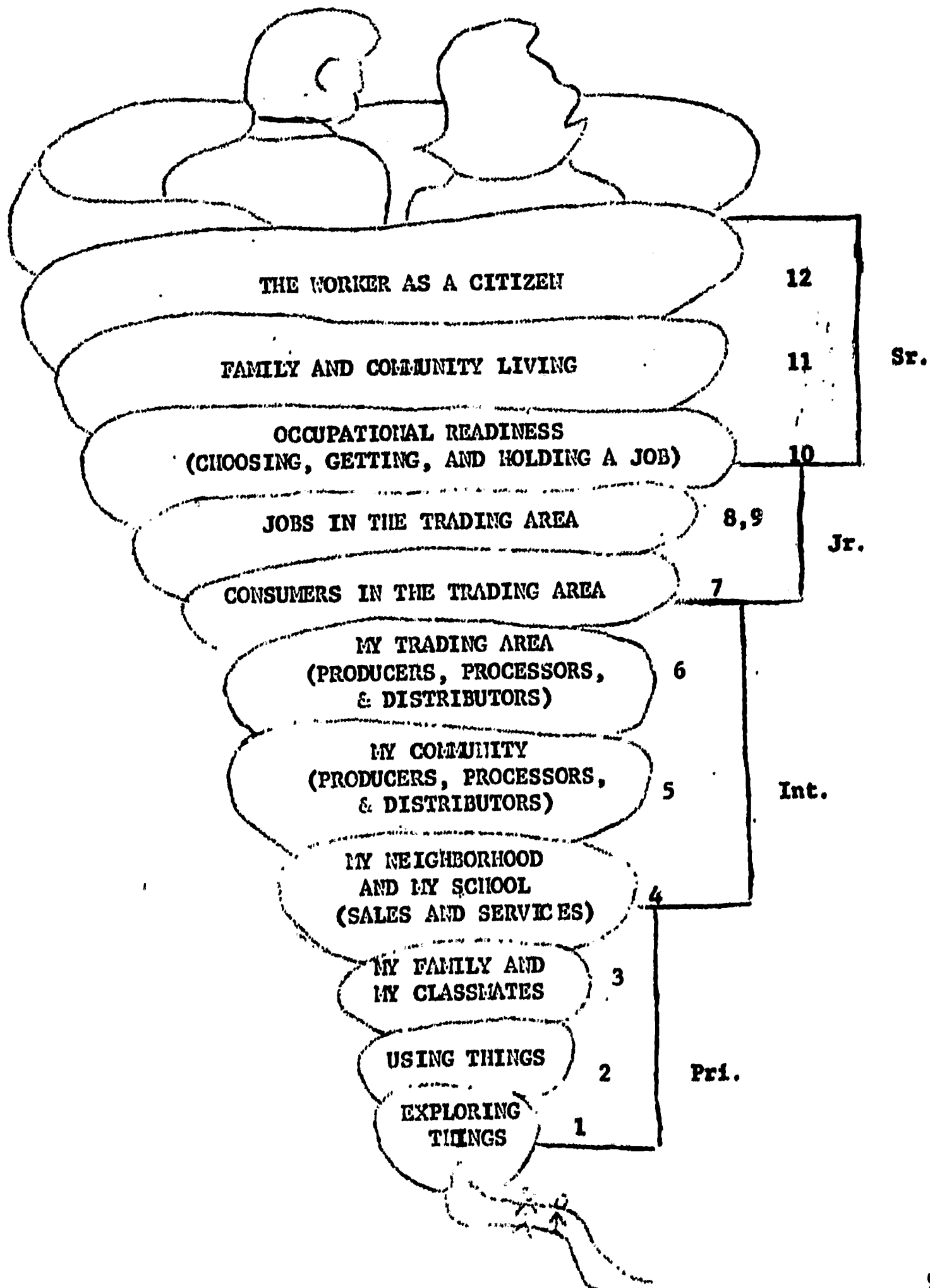
(It should be recognized that the limitations on class membership are based, in part, on the current lack of developmentally organized instructional materials (textbooks, teachers manuals, workbooks, etc.) geared simultaneously to the physical, mental, social and academic maturity of children with mental retardation, to their potential rates of learning, to the implications for adjustment and achievement of the secondary characteristics of mental retardation,<sup>1</sup> and focused on persistent life problems.)

10. The services of the District Office of the Division of Vocational Rehabilitation should complement the special instructional services of the public school for children with intellectual disabilities who are fourteen years of age or older. Assessment of the student's vocational potential in relation to the occupational life of the community should be made. A Written report of the results, including any implications for his instructional program, should be sent to his school. Physical and psychological examinations, if warranted, also can be arranged by the vocational rehabilitation counselor.

<sup>1</sup>Goldstein, Horbert and Dorothy M. Seigle. A Curriculum Guide for Teachers of the Educable Mentally Handicapped. Springfield: Illinois Office of Public Instruction, 1958. pp. 11-18

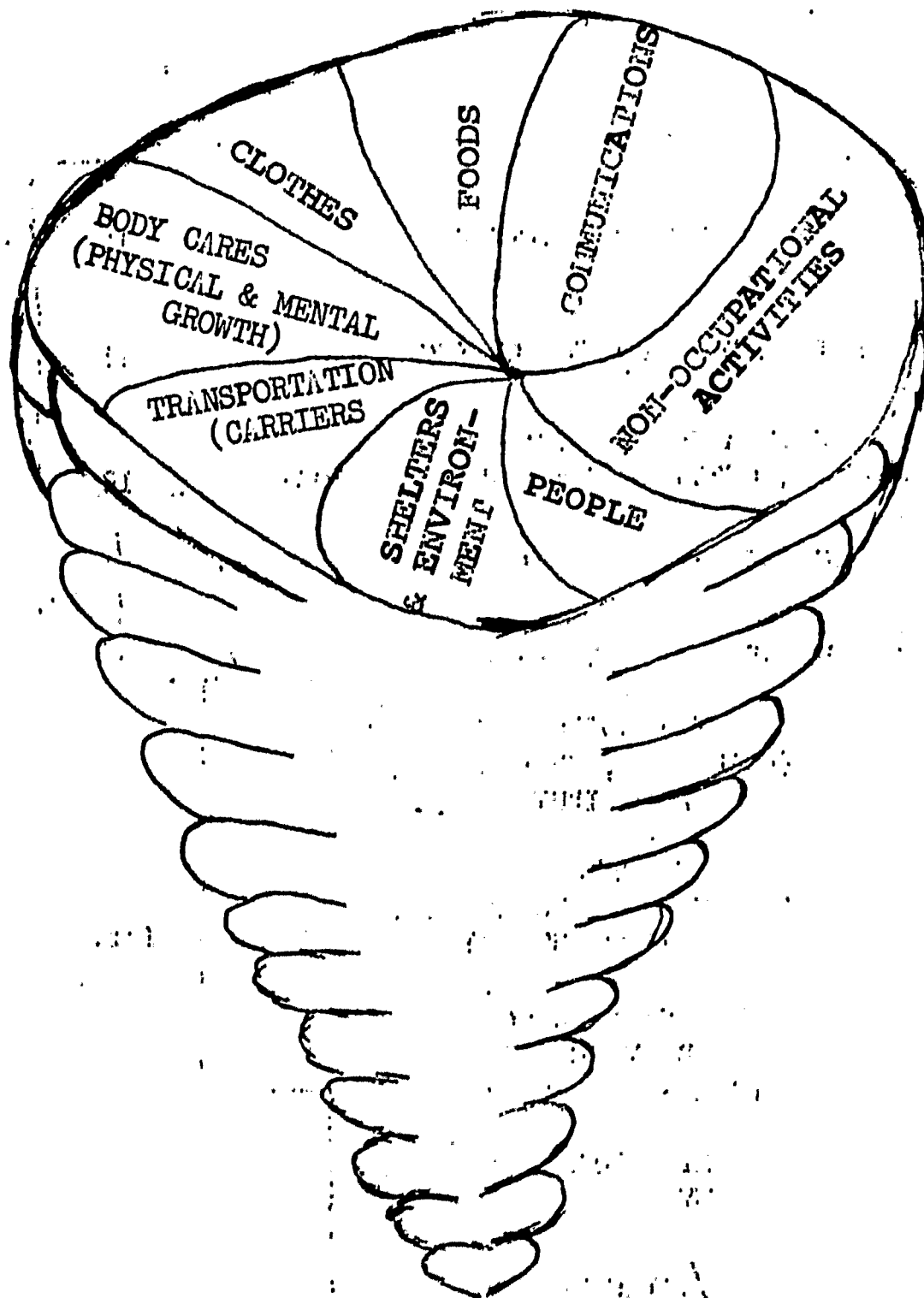
**DESIGN FOR DAILY LIVING: Curriculum development for children and youth with intellectual handicaps**

**CORES: YEARLY SCOPES FOR INVESTIGATIONS**



DESIGN FOR DAILY LIVING: Curriculum development for children and youth with intellectual handicaps

AREAS: PERSISTING PROBLEMS OF DAILY LIVING

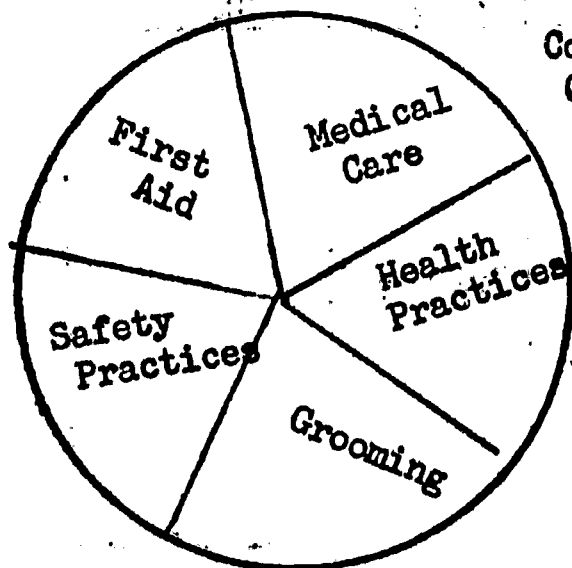




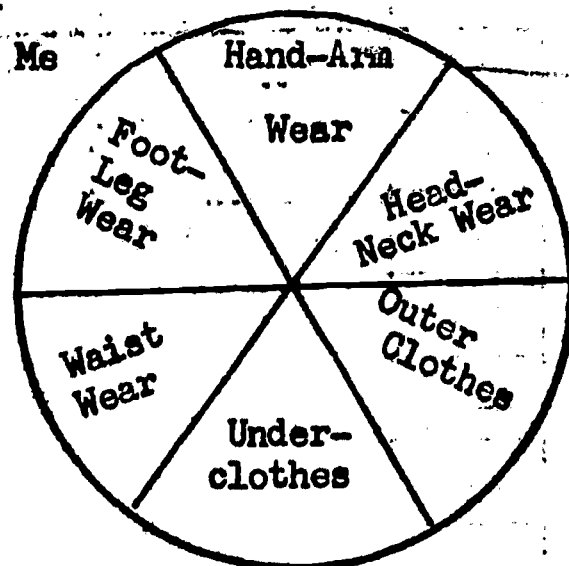
DESIGN FOR DAILY LIVING: Curriculum Development for children and youth  
with intellectual handicaps

DEVELOPMENTAL ORGANIZATION OF PROBLEMS: PRIMARY RANGE

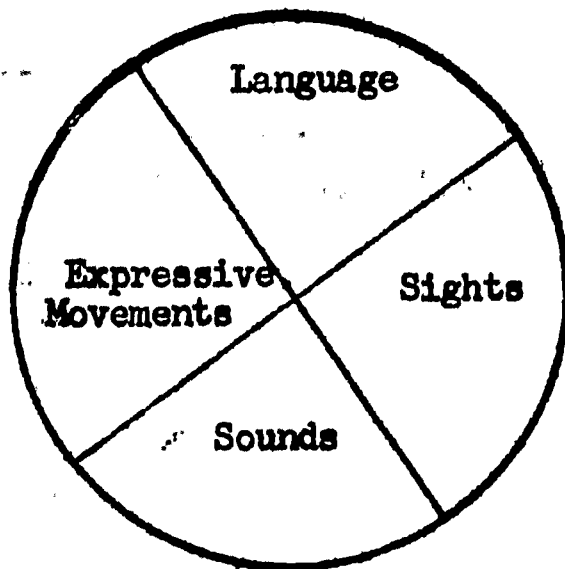
Core I Exploring Things Around Me  
Core II Using Things Around Me  
Core III Daily Living with  
My Family and Classmates



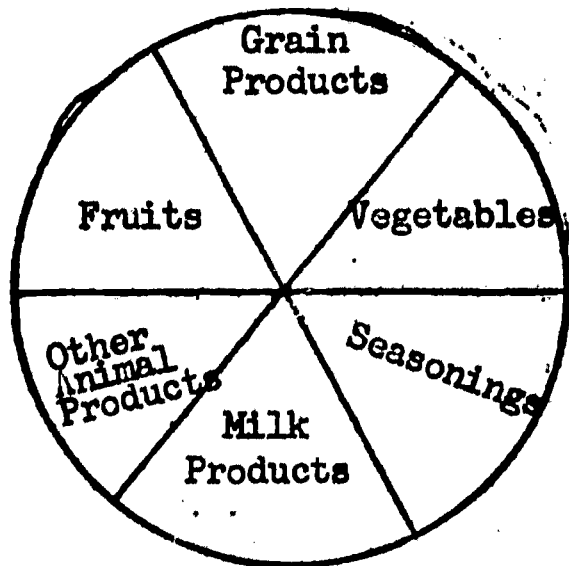
BODY CARES



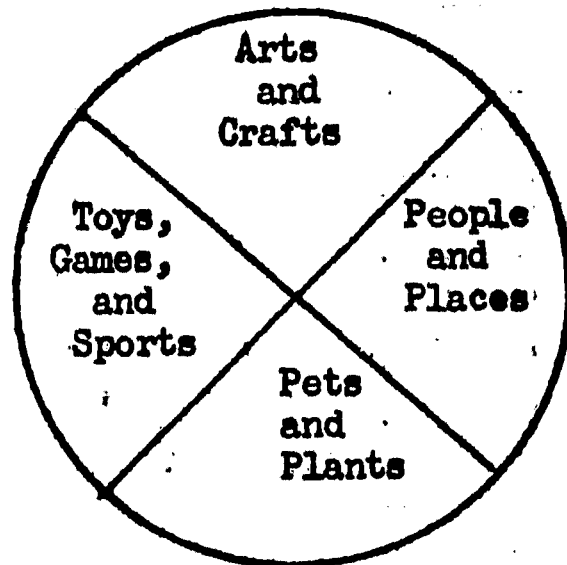
CLOTHES



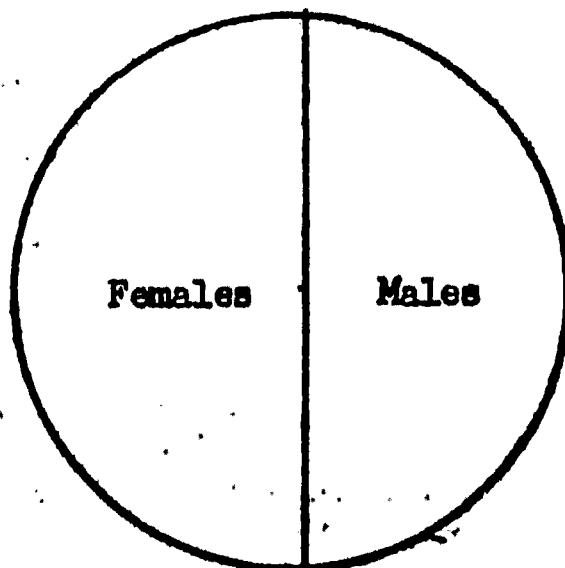
COMMUNICATIONS



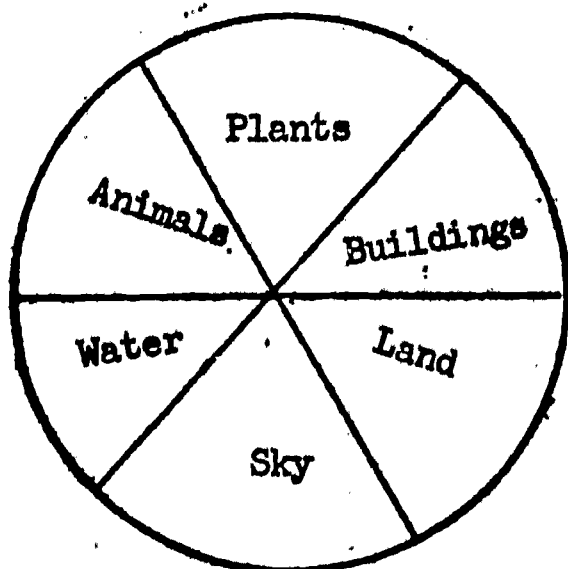
FOODS



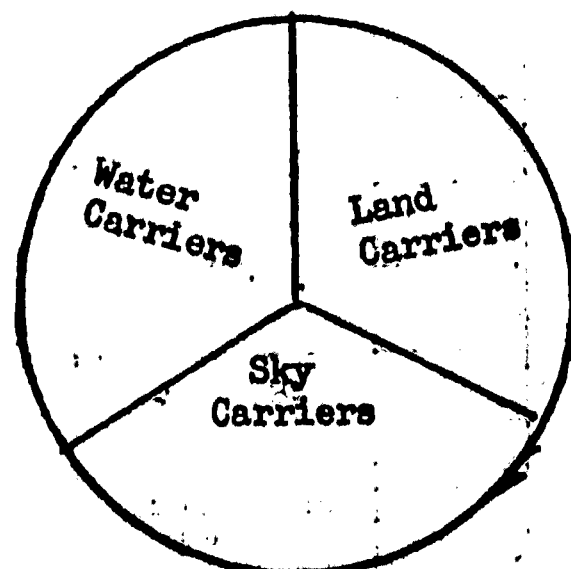
NON-OCCUPATIONAL  
ACTIVITIES



PEOPLE



SHELTERS AND  
PHYSICAL ENVIRONMENT



TRANSPORTATION  
(Carriers)

# SCHOOL PROGRESS CHART

C.A.	I.Q. 51	I.Q. 56	I.Q. 61	I.Q. 66	I.Q. 71	I.Q. 76	CORE	SPECIAL CLASS RANGE	SCHOOL HOUSING
6-0	/ / / / /	/ / / / /	/ / / / /	3-11	4-3	4-7	I	Primary	Elementary School
6-6				3-11					
7-0									
7-6	3-7	3-11					II		
8-0							III		
8-6									
9-0				5-11	6-5	6-10	IV	Intermediate	Elementary School
9-6			5-9						
10-0	5-1	5-7					V		
10-6									
11-0							VI		
11-6									
12-0						9-1	VII	Junior	Junior High
12-6			7-7	8-3	8-10				
13-0	6-4	7-3					VIII		
13-6									
14-0							IX		
14-6									
15-0						10-10	X	Senior	Senior High School
15-6			8-11	9-8	10-5				
16-0	Junior X						XI		
16-6									
17-0							XII		
17-6	7-8	8-5							
18-0	to Sheltered Workshop								

# MENTAL AGE REFERENCE CHART

C.A.	I.Q. 51	I.Q. 56	I.Q. 61	I.Q. 66	I.Q. 71	I.Q. 76	INTELLECTUAL GRADE PLACE.	SPECIAL CLASS RANGE
6-0	3-1	3-4	3-8	3-11	4-3	4-7	Nursery	Primary
6-6	3-4	3-8	3-11	4-3	4-7	4-11		
7-0	3-7	3-11	4-3	4-7	5-0	5-4	Kindergarten	
7-6	3-10	4-2	4-7	4-11	5-4	5-8		
8-0	4-1	4-6	4-11	5-3	5-8	6-1	First Grade	
8-6	4-4	4-9	5-2	5-7	6-0	6-6		
9-0	4-7	5-0	5-6	5-11	6-5	6-10	Second Grade	
9-6	4-10	5-4	5-9	6-3	6-9	7-3		
10-0	5-1	5-7	6-1	6-7	7-1	7-7	Third Grade	Intermediate
10-6	5-4	5-10	6-5	6-11	7-5	8-0		
11-0	5-7	6-2	6-8	7-3	7-10	8-4	Fourth Grade	
11-6	5-10	6-5	7-0	7-7	8-2	8-9		
12-0	6-1	6-8	7-4	7-11	8-6	9-1	Fifth Grade	
12-6	6-4	7-0	7-7	8-3	8-10	9-6		
13-0	6-7	7-3	7-11	8-7	9-2	9-11	Sixth Grade	
13-6	6-9	7-5	8-1	8-9	9-5	10-1		
14-0	6-11	7-8	8-4	9-0	9-8	10-4	Junior	
14-6	7-1	7-10	8-6	9-3	9-11	10-7		
15-0	7-3	8-0	8-9	9-5	10-2	10-10	Senior	
15-6	7-5	8-2	8-11	9-8	10-5	11-1		
16-0	7-7	8-4	9-1	9-10	10-7	11-4	Senior	
16-6	7-8	8-5	9-2	9-11	10-8	11-5		
17-0	7-8	8-5	9-2	9-11	10-8		Senior	
17-6	7-8	8-5	9-2	9-11	10-8			
18-0	7-8	8-5	9-2	9-11	10-8			

### FIGURING THE M.A.

Each year the M.A. should be figured as of the date school opens for the children.

#### Method of Figuring M.A.

Change C.A. into months. Multiply it by I.Q. and point off two places. Divide the answer by 12 to find the M.A. in years. Multiply the decimal of the answer (quotient) by 12. This last gives you the months of the M.A.

Example: Case-C.A. September 1947 was 11-6-I.Q.60

C.A. 11-6 equals 132 plus 6 or 138 (138 x .60 equals 82.80) (82.80 divided by 12 equals 6.90)

M.A. equals 6-11

After age thirteen drop one month for every four months of C.A.

Example:

(1) 13 years = 156 months

(2) 14 years = 168 months

(a) (156 + 12 months = 168)

(b) 156 + 9 months = 165 months

# SPECIAL EDUCATION CLASS PROFILE

NO	NAME	SEX	BIRTH DATE	PSYCHOLOGICAL EXAMINATION		DATA PROJECTED AS OF		
				TEST DATE	I.Q.	C.A.	M.A.	I.G.P.
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

(continued  
on  
next  
page)

Dolch Sight Vocabulary:

Dates \_\_\_\_\_  
Nouns \_\_\_\_\_  
Basic \_\_\_\_\_

I.Q. range \_\_\_\_\_

C. A. range \_\_\_\_\_  
M. A. range \_\_\_\_\_  
I.G.P. range \_\_\_\_\_

Type of Unit \_\_\_\_\_

Teacher \_\_\_\_\_  
School \_\_\_\_\_  
City \_\_\_\_\_

Revised 2/26/62



**Ayres Spelling Scale:**  
**Dates** \_\_\_\_\_  
**Oral** \_\_\_\_\_  
**Written** \_\_\_\_\_

**Achievement Battery:**

**Dates administered**

## Reading Vocabulary

## Reading Comprehension

## Arithmetic Reasoning

# Arithmetic Fundamentals

# Mechanics of English

## Spelling

**Ayres Spelling Scale:**

## Dates

Oral

**Written**

SPECIAL EDUCATION CLASS PROFILE - Continued

No.	DATE MEDICAL EXAM	DIAGNOSTIC INFORMATION FROM MEDICAL, PSYCHO- LOGICAL AND OTHER EXAM.	PHYSICAL HEALTH (1)	MOTOR FUNCTIONING Travel (1)(2)	Hand Use	SPEECH (3)(1)	HEARING (audiogram) L (2) R (2)	VISION Snellen L (2) R (2)	EMOTIONAL SOCIAL ADJUST. (1)	SOCIETAL FACTORS (4)
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										

- (1) 0. Satisfactory  
1. Slightly unsatisfactory  
2. Moderately unsatisfactory  
3. Markedly unsatisfactory  
X. Needs attention  
-- No information
- (2) Note equipment and/or appliances used
- (3) I-Intelligible to strangers  
PI-Partially intelligible  
U-Unintelligible  
N-No speech  
S-Stuttering
- (4) Differences:  
a. Academic opportunity  
b. Economic standards  
c. Language at home  
d. National extraction or ethnic group  
e. Race  
f. Religion  
g. Social status

(Include results of most recent medical examination and teachers observation noted on School Board MCH 304, approved by State Department of Education and State Board of Health on file in each pupil's Florida Cumulative Guidance Record)

SUGGESTED CRITERIA FOR ADMISSION TO SPECIAL CLASSES  
FOR CHILDREN AND YOUTH WITH MENTAL RETARDATION

1. Chronological Age. A child must have a chronological age which falls within the chronological age range established for the special education class to which his admission is being considered.
2. Mental Age. A child must have a mental age, based on results of individual, standardized psychological tests administered no more than eighteen months prior to admission, within a range of three-fifths through four-fifths of his chronological age (approximate I.Q. range of 61-80).
3. Potential. A child must appear to be capable of acquiring by maturity : (1) social adequacy in community living; (2) occupational competency for open labor market employment; and (3 ) primary academic skills for functional use as an adult.
4. Physical Health. A report of physical examination conducted no more than six months prior to admission must be made available by child's physician.
5. Secondary Disabilities. Additional handicaps, such as seizures, perceptual disorders, hyperactivity, adjustment problems, visual, hearing, speech, and motor impairments, when present in moderate degree, will not necessarily eliminate a candidate from consideration for admission.
6. Parental Cooperation. The parents of a child who is selected by the Admissions Committee must agree in writing to his admission and must be willing to contribute to the success of the program through the child's regular attendance, parent-teacher conferences, classroom observations, and participation in field experiences and parent group meetings.
7. Transportation. School bus transportation will be arranged whenever convenient to bus routes and to a pupil's scheduled school day. Otherwise, parents will be responsible for making satisfactory arrangements.
8. Pupil Admission. Admission will be by majority decision of the members of an Admissions Committee appointed by the coordinator of the county's Exceptional Child Program. Approval for admission of any child is to be given only after reports, by qualified and appropriate professional personnel, of psychological and physical examinations, academic readiness or achievement, and family situation are compiled through the coordinator's office and made available to the Admissions Committee. Reports of visual, auditory, speech and other examinations, when need is indicated, also will be obtained and included in the compilation. School administration, health services, social work, psychology, school guidance, and vocational rehabilitation services—all will be represented on this committee, together with the exceptional child coordinator who will serve as chairman.



9. Continued Enrollment. Severance, promotion, or continued enrollment will be determined by an Evaluation Committee comprised of at least the county coordinator, the pupil's special education teacher, and the principal, or his designator representative, of the school in which the pupil's special class is housed. The teacher of this special class will submit recommendations, contained in a written clinical report of the pupil's progress. Meetings of the Evaluation Committee will be regularly scheduled once each semester. Any pupil's continued enrollment in special instructional services will depend at least on the comparative status of his adjustment and of his ability to function positively in a group situation.

10. Schedule. A pupil will be scheduled with his special class throughout his school day. The length of his school day and of his school week will be adjusted to his individual tolerance. As members of a special class, the pupils will participate in such non-instructional school activities as seem advisable and appropriate. On an individual basis, the special class teacher will recommend to the principal scheduling for selected subject(s), if any, in which a particular pupil has sufficient demonstrated skill and sufficient social competence to participate in a regular class with dignity and satisfaction.

#### GUIDE FOR CLASS DIMENSIONS

<u>Class Range</u>	<u>C.A. Range</u>	<u>M.A. Range</u>	<u>Enrollment*</u>
Primary	6 - 0 to 9 - 6	3 - 8 to 7 - 3	10-15
Intermediate	9 - 0 to 12 - 6	5 - 6 to 9 - 6	10-15
Junior	12-0 to 15- 6	7- 4 to 11- 1	15-18
Senior	15-0 to 18- 6	8 - 9 to 11- 5	12-24#

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\*The enrollment in any special class will include both boys and girls to provide a realistic setting for social development. Proportionate distribution of boys and girls will be a factor to be considered by the Exceptional Child Coordinator in recommending pupil assignments to special classes

# Twenty-four pupils if scheduled as two half-day classes.

A DESIGN FOR DAILY LIVING : CURRICULUM DEVELOPMENT FOR

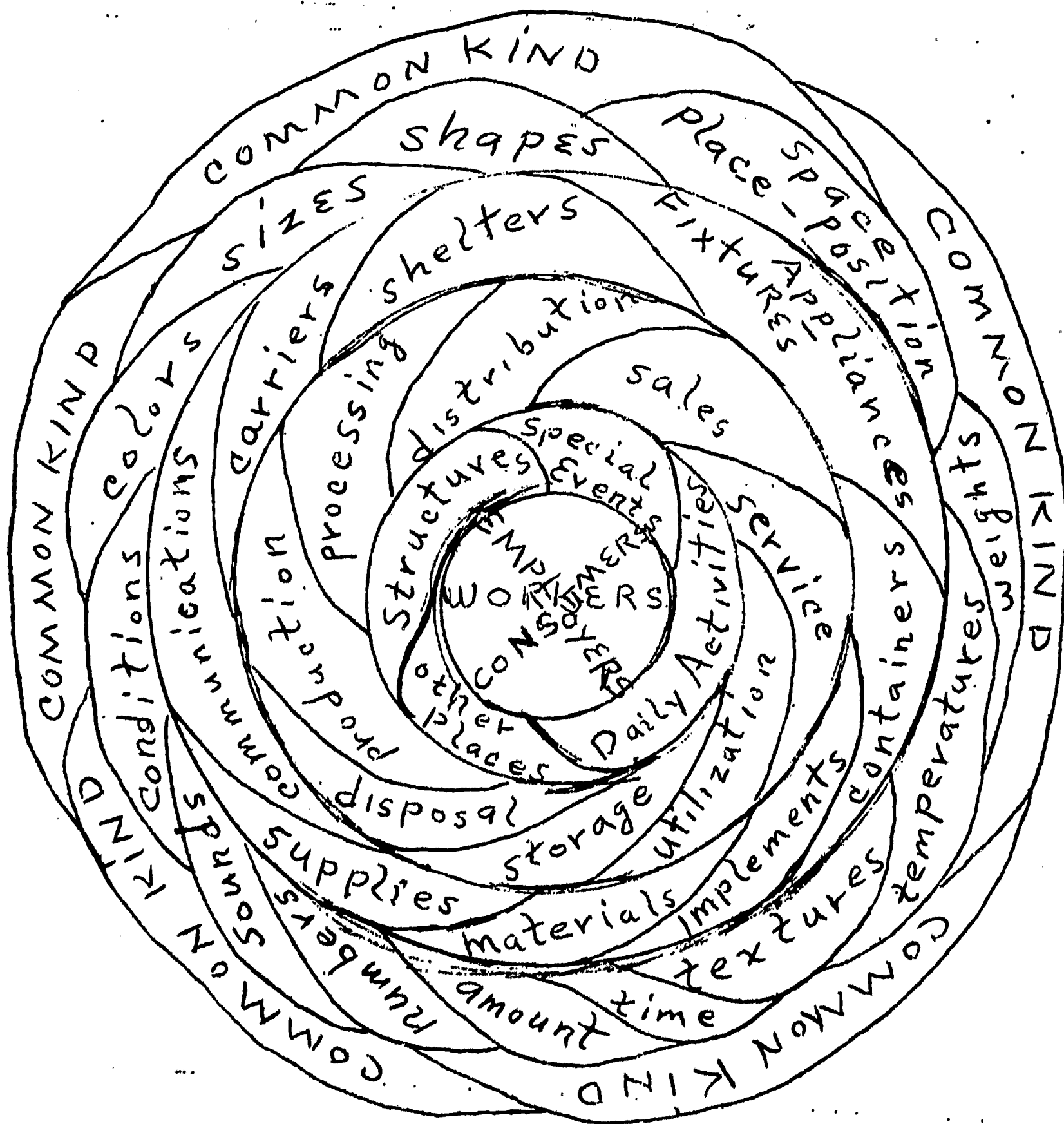
CHILDREN AND YOUTH WITH INTELLECTUAL

DISABILITIES

CORES I - VI

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Mental Retardation

CLASSIFICATION OF FUNCTIONAL SPEAKING VOCABULARY  
APPLICABLE TO EACH PERSISTING PROBLEM OF DAILY LIVING



DESIGN FOR DAILY LIVING: Curriculum Development for Children  
and Youth with Intellectual Disabilities

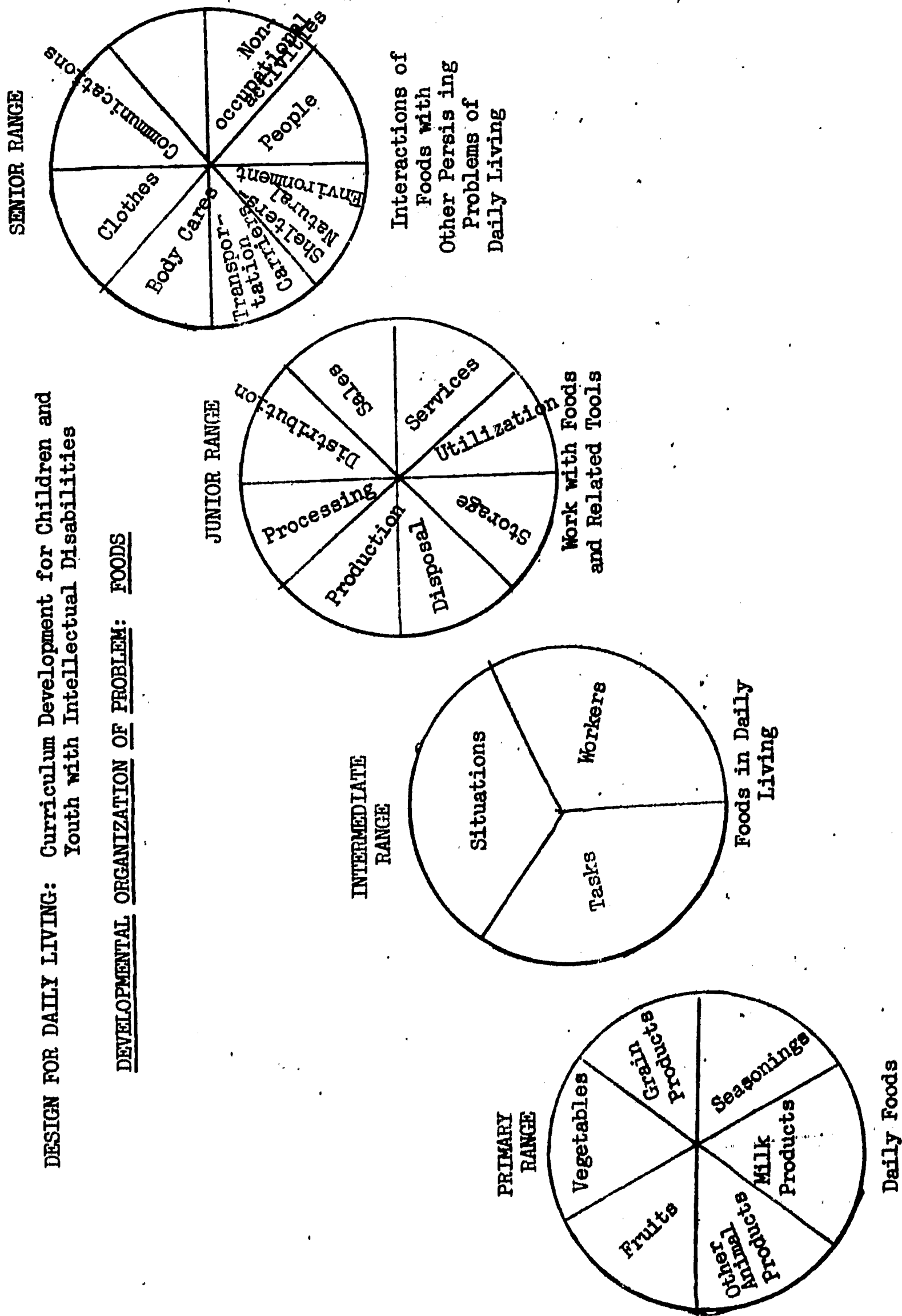
SAMPLE PATTERN OF CLASSIFICATION OF FUNCTIONAL SPEAKING VOCABULARY

RELATED CONDITIONS: UNIVERSALS

Colors	Brilliance	Sizes	Shapes	Sounds
black-white	bright-dull	big-little	crooked-straight	high-low
blue-yellow	bright-faded	deep-shallow	curved	loud-soft
brown-orange	dark-light	fat-slim	oval	noisy-quiet
red-green	dull-shiny	large-small	pointed	shouted-
gray-purple		long-short	round-square	whispered
gold-silver		narrow-wide	flat	
pink-tan		short-tall		
		thick-thin		
Tastes	Odors	Textures	Temperatures	Weight
bitter	burned	coarse-fine	cold-hot	heavy-light
salty	mildewy	rough-smooth	cool-warm	
sour-sweet	spoiled		high-low	
strong-weak				
Numbers	Other	Amounts	Space	
			Direction	Distance Position
eight	about	less-more	above-below	far-near
eleven	all-none	less than	across	first-last
fifty	almost	little-much	ahead-behind	from-to
five	another	lot	anywhere	here-there
four	any	more than	around-through	high-low
hundred	anything	no	back-front	in-out
million	both	not	backward-forward	in back of-
nine	couple	nothing	beside	in front of
one	double	only	between	inside-outside
seven	each	other	bottom-top	left-right
six	empty-full	pair	center	middle
ten	enough	part-whole	close-far	next
thousand	even-odd	quite	closed-opened	north-south
three	every	same	corner	nowhere
twelve	everything	several	down-up	off-on
twenty	few-many	some	east-west	over-under
two	great	something	edge	second
	half-quarter	too	end	side
	least-most	very	even-uneven	somewhere
			everything	third
				upon
Time				
after-before	anytime	long-short	once	till
afternoon-morning	day-night	midnight-noon	on time	today
again	early-late	now-old	quick-slow	tomorrow-
ago	evening	no time	sometime	yesterday
already	over-never	now-then	sometimes	until
also	everytime	often-seldom	soon	yet
always	fast-slow	old-young	still	

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

DEVELOPMENTAL ORGANIZATION OF PROBLEM: FOODS





DESIGN FOR DAILY LIVING: Curriculum Development  
for Children and Youth with  
Intellectual Handicaps

ORGANIZATION OF CONTENT: CENTERS OF INTEREST: FOODS

Elementary School:

Primary Range

- Core I Exploring Daily Foods
1. What Things Are Foods
  2. What Foods Look Like
  3. What Foods Feel Like
  4. What Foods Smell and Taste Like
- Core II Using Things with Foods
1. Using Tools to Drink and Eat
  2. Using Tools to Clean Up
  3. Using Tools to Prepare Foods
- Core III Foods in Daily Living with Family and Classroom
1. Kinds of Foods
  2. Situations with Foods
  3. Workers and Tasks with Foods at Home & in the Classroom
  4. Conduct in Situations with Foods

Intermediate Range

- Core IV Sales and Services in the Neighborhood and at School Related to Foods and Supplies
1. Foods sold in the Neighborhood
  2. Foods prepared and served
  3. Foods prepared for quick service
- Core V Producers, Processors and Distributors Related to the Foods Area in the Community\*
1. Using food products and /or services in the home
  2. Food producers in the community
  3. Food processors in the community
  4. Food distributors in the community
- Core VI Producers, Processors, and Distributors Related to the Foods Area in the Trading Area\*
1. Food products and/or services produced by our families outside of our home.
  2. Food producers in the trading area
  3. Food processors in the trading area
  4. Food distributors in the trading area

\*Contents in Cores V and VI might need to be reversed if the school is located in a non-urban area.

DESIGN FOR DAILY LIVING: -- Curriculum Development for  
Children and Youth with  
Intellectual Disabilities

Organization of Content: Centers of Interest

SECONDARY SCHOOL: FOODS

- Core VII Consumers in the Trading Area
1. Utilizing foods
  2. Planning and preparing uses of foods
  3. Selecting places for buying food and food supplies
  4. Storing foods and supplies
- Core VIII Jobs in the Trading Area
1. Identification of the job area
  2. Job Title
  3. Job Title
  4. Job Title
- Core IX Jobs in the Trading Area
1. Identification of the job area
  2. Job Title
  3. Job Title
  4. Job Title
- Core X Occupational Readiness
1. Planning foods for family needs
  2. Utilizing food services
  3. Use of foods in entertaining
  4. Government protection of foods
  5. Florida food market
- Core XI Family and Community Living
1. Planning foods for family needs
  2. Utilizing food services
  3. Use of foods in entertaining
  4. Government protection of foods
  5. Florida food market
- Core XII The Worker as a Citizen
1. The worker and food on the job
  2. The worker and food in the home
  3. The worker dining in public restaurants
  4. Protective regulations

**DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities**

**SAMPLE PATTERN OF CLASSIFICATION OF SPEAKING VOCABULARY WITH EXAMPLES**

e.g., PERSISTING PROBLEM: FOODS

<u>COMMON KINDS<sup>1</sup></u>	<u>DAILY ITEMS AND PARTS</u>	<u>RELATED CONDITIONS</u>	
fruits	apple—core	ripe	apple jelly
grain products	bread—crust	stale	toast
milk products	cheese—rind	mild	cheese sauce
other animal products	beef—bone	barbecued	hamburger
seasonings	egg—shell	dozen	Easter egg
vegetables	salt—	damp	—
	potato—skin	frozen	potato salad
<u>RELATED TOOLS AND FUNCTIONS</u>	<u>DAILY TOOLS AND PARTS</u>	<u>RELATED CONDITIONS</u>	
carriers	truck—wheel	milk	new
containers	pan—	dish	empty
communications	list—item	grocery	—
	table—leg	picnic	wooden
fixtures and appliances	sink—	kitchen	stained
implements	mixer—beater	electric	broken
materials	spoon—handle	measuring	bent
supplies	cloth—hem	table	plaid
	paper—	wax	torn
<u>RELATED WORKERS AND TASKS</u>	<u>DAILY WORKERS</u>	<u>COMMON ACTIVITIES</u>	<u>DAILY TASKS</u>
production	poultry farmer	raising chickens	collecting eggs
processing	refrigerator packer	crating refrigerator	closing crate
distribution	milk tank driver	hauling milk	operating vehicle
sales	produce clerk	checking produce	weighing produce
service	waitress	waiting on customer	taking order
utilization	diner	eating food	ordering meal
storage	granary	storing wheat	loading elevator
disposal	garbage collector	disposing of waste	emptying can
<u>RELATED SITUATIONS</u> (Conditions of Time and Place)	<u>COMMON SITUATIONS</u>	<u>SPECIFIC SKILLS</u>	
daily activities	lunch	counting	
special events	church supper	hammering nail	
structures	restaurant	steering	
other places	picnic grounds	reading scale	
		writing check	
		chewing	
		closing chute	
		lifting	

<sup>1</sup>See Figure 7, Primary Range.



Design for Daily Living: Curriculum Development for Children and  
Youth with Intellectual Disabilities

SEQUENCES OF FUNCTIONAL SKILLS: FOODS

EATING SKILLS

swallowing  
sucking  
chewing  
biting  
licking  
drinking from cup or  
glass  
eating with fingers  
eating with spoon  
getting drink from  
fountain  
getting drink in con-  
tainer from tap  
using serving spoon appro-  
priately  
eating with fork  
using napkin as needed  
using knife for  
spreading  
using butter knife  
appropriately  
using knife for cut-  
ting fruits, sand-  
wiches, etc.  
seasoning food to own  
taste  
using soup spoon and  
salad fork appro-  
priately  
using knife for cutting

FOOD SERVICE  
AND MAINTENANCE

service self piece of  
food from platter  
passing platter  
serving self with  
spoonsful of food  
serving self with sugar  
being passed  
getting food items and  
tools from storage  
place  
clearing table  
carrying tray of food  
setting table  
wiping off table or  
work surface  
drying dishes  
wiping up food spilled  
on floor  
serving refreshments  
at party  
cleaning up after  
party  
carrying prepared  
dishes to table  
filling sugar bowl  
washing dishes  
sweeping kitchen  
filling salt and pep-  
per shakers  
cleaning up kitchen  
after a family meal  
mopping kitchen floor  
washing cupboard  
shelves

STORAGE AND DISPOSAL

putting used paper  
tools, thick fruit  
skins, cores in  
waste basket  
putting away food items  
and tools  
taking out garbage  
scraping waste food  
from dishes  
wrapping left-overs for  
storage in cupboard  
or refrigerator  
putting away family  
food purchases

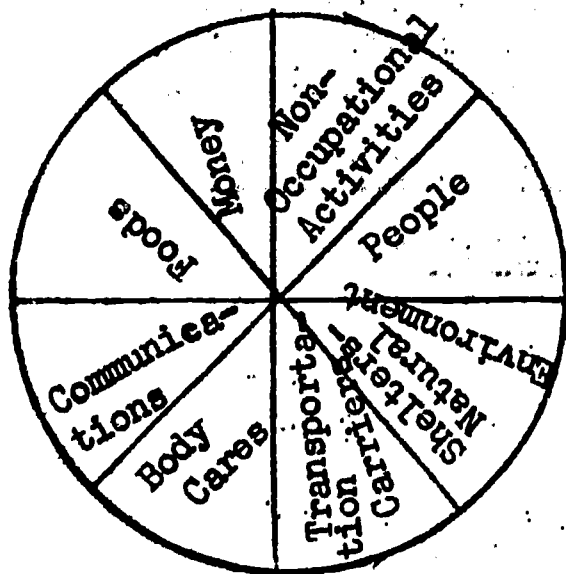
DESIGN FOR DAILY LIVING: Curriculum Development for Children  
and Youth with Intellectual Disabilities

SEQUENCES OF FUNCTIONAL SKILLS: FOODS-cont.

<u>FOOD PREPARATION</u>	<u>FOOD PREPARATION (Cont.)</u>	<u>PLANNING AND PURCHASING</u>
peeling free-skinned fruit with fingers stirring liquid pouring from pitcher or bottle making toast with toaster heating liquid--water, soup hard-boiling eggs pouring from carton juicing an orange washing firm fruits and vegetables puncturing juice can pouring liquid contents of can into pitcher baking potatoes preparing non-cooked breakfast for self measuring "one cupful," "one spoonful" making chocolate milk making gelatin making prepared non- cooked pudding making cocoa making sandwiches preparing simple re- freshments for party making simple salads cooking cereals preparing non-cooked lunches for self peeling vegetables with peeler peeling fruits making applesauce measuring "one table- spoonful," "one tea- spoonful" cutting a pan cake cracking nuts fixing ice cubes for cold drinks	making pancakes frying eggs making coffee, tea making cakes, etc. from prepared mixes popping pop corn picking out nut meats making pies with pre- pared pudding fillings	pushing grocery cart in store planning breakfast menus for self carrying light-weight sack of groceries home from nearby store buying snacks for self planning simple menus for party getting food items from location in store ordering items from driver of food truck planning simple menus for lunch buying items needed for party menu executing errand to purchase food item at nearby store using school cafeteria independently ordering refreshments in restaurant selecting own choices of cereals, fruits filling simple miscel- laneous grocery list planning simple break- fasts for family planning simple lunches for family choosing between two different products of same food item selecting meal order from menu selecting packaged meat and other foods ordering food items by telephone

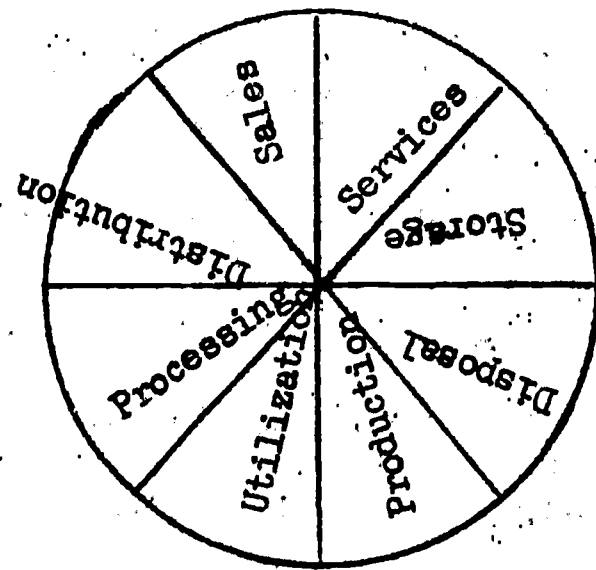
DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

Senior Range



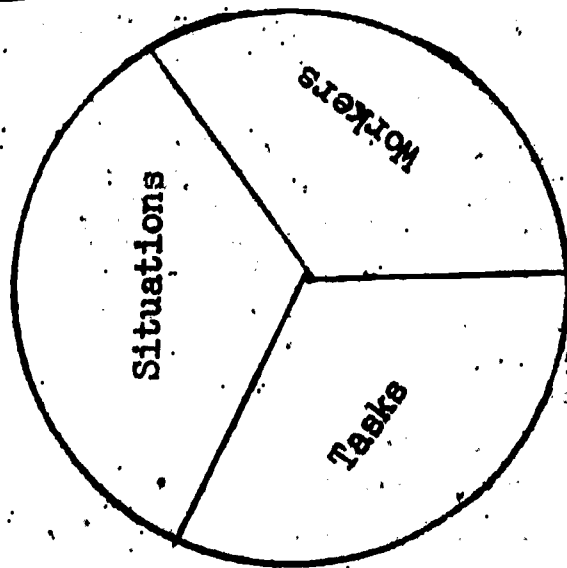
Interactions of Clothes with Other Persisting Problems of Daily Living

Junior Range



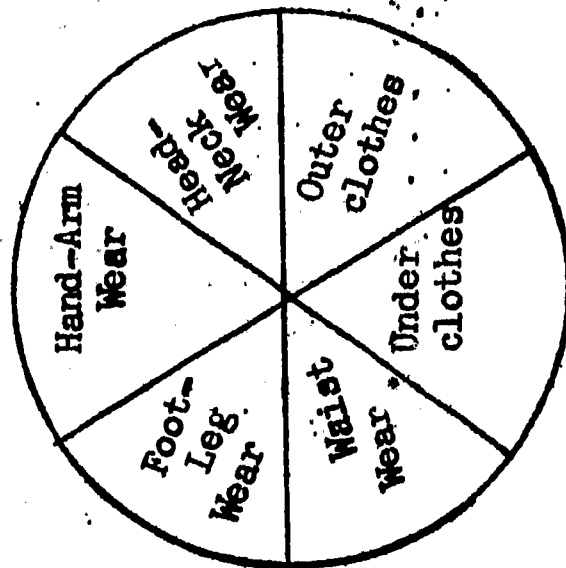
Work with Clothes and Related Tools

Intermediate Range



Clothes in Daily Living

Primary Range



Daily Clothes

DESIGN FOR DAILY LIVING: Curriculum Development for  
Children and Youth with  
Intellectual Disabilities

Organization of Content: Centers of Interest

ELEMENTARY SCHOOL: CLOTHES

Primary Range

- Core I Exploring Daily Clothes
1. What Things are Clothes
  2. What Clothes Look Like
  3. What Clothes Smell and Feel Like
- Core II Exploring Tools Related to Our Clothes
1. Exploring Tools We Use to Dress and Undress
  2. Exploring Tools We Use to Take Care of Our Clothes
  3. Exploring Tools We Use to Get Our Clothes Ready to Wear
- Core III Clothes in Daily Living with Family and Classmates
1. Kinds of Clothes
  2. Situations Related to Daily Clothes
  3. Workers and Tasks with Clothes
  4. Conduct in Daily Situations Related to Clothes

Intermediate Range

- Core IV Sales and Services in the Neighborhood and at School Related to Clothes and Supplies
1. Selling and buying clothes and supplies
  2. The making, alteration, and repair of clothes and supplies
  3. The care of clothes and supplies
- Core V Producers, Processors, and Distributors Related to the Clothes Area in the Community
1. Using clothing products and/or services in the home and community
  2. Clothing producers in the community
  3. Clothing processors in the community
  4. Clothing distributors in the community
- Core VI Producers, Processors, and Distributors Related to the Clothes Area in the Trading Area
1. Clothing products and/or services produced by our family outside of our home
  2. Clothing producers in the trading area
  3. Clothing processors in the trading area
  4. Clothing distributors in the trading area

DESIGN FOR DAILY LIVING: Curriculum Development for Children  
--and Youth with Intellectual Disabilities

ORGANIZATION OF CONTENT: CENTERS OF INTEREST: CLOTHES

Secondary School

Junior High School Range

- Core VII Consumers in the Trading Area
1. Planning the wardrobe
  2. Selecting places and purchasing clothes, accessories, and supplies
  3. Maintaining personal wardrobe
  4. Using commercial clothing services
- Core VIII Jobs in the Trading Area
1. Identification of the job area
  2. Job Title
  3. Job Title
  4. Job Title
- Core IX Jobs in the Trading Area
1. Identification of the job area
  2. Job Title
  3. Job Title
  4. Job Title
- Core X Occupational Readiness
1. How to choose a job
  2. How to get a job
  3. What it takes to hold a job
  4. Jobs in the clothing area
- Core XI Family and Community Living
1. Planning the appropriate wardrobe
  2. Using the wardrobe
  3. Obtaining clothing needs for family and community living
  4. Care of clothing
- Core XII The Worker as a Citizen
1. The Worker on the job
  2. Wise buying techniques (clothing)
  3. Care and maintenance



DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

INVENTORY OF DRESSING SKILLS

1. Specific Articles

	Taking off Clothes						Putting on Clothes					
	Unfastened			Fastened			Not Fastening			Fastening		
Date Inventoried												
<b>Foot-Leg Wear</b>												
slippers												
shoes												
boots												
rubbers												
socks												
stockings												
braces												
<b>Hand-Arm Wear</b>												
bracelet												
ring												
mittens												
gloves												
wristwatch												
cuff links												
<b>Head-Neck-Wear</b>												
cap												
ear muffs												
hat												
earrings												
necklace												
scarf												
kerchief												
tie clasp												
bow tie												
tie												
<b>Outer Clothes</b>												
nightdress												
pajamas												
robe												
bathing suit												
blouse-shirt												
shorts-slacks												
skirt												
dress												
jacket												
coat												
sweater												
ski pants												
ornamental pin												
<b>Underclothes</b>												
underpants												
undershirt												
half-slip												
slip												
suspenders												
brasiere												
garter belt												
girdle												

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

INVENTORY OF DRESSING SKILLS cont.

2. General Dressing Skills

	Undressing				Dressing			
Date Inventoried								
<u>Orientation to Articles</u>								
differentiating bottom and top								
differentiating inside and outside								
differentiating back and front								
differentiating left and right								
<u>Zippering</u>								
front								
side								
back								
<u>Buttoning: large buttons</u>								
front								
side								
back								
<u>small buttons</u>								
front								
side								
back								
sleeve								
<u>Buckling</u>								
front								
side								
back								
<u>Snapping</u>								
front								
side								
back								
<u>Hooking</u>								
front								
side								
back								
<u>Other General Skills</u>								
lacing								
putting belt through loop								
tying								
pinning								
<u>Procuring and Replacing Clothing</u>								
putting clothes in hamper								
putting clothes in drawer								
hanging clothes on hook								
putting clothes on hanger								
getting clothes from hook								
getting clothes from drawer								

SEQUENCES OF FUNCTIONAL SKILLS: CLOTHES

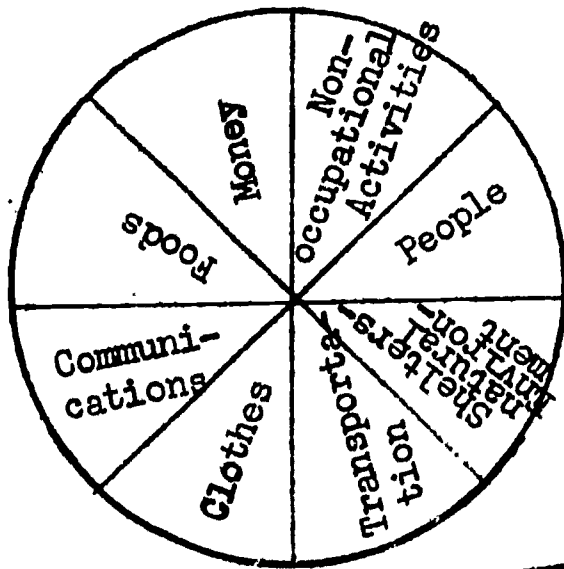
(Supplement to Inventory of Dressing Skills)

<u>Maintenance</u>	<u>Planning</u>	<u>Purchasing</u>
pairing socks folding underwear folding socks polishing shoes washing socks ironing ribbons, scarfs, handkerchiefs sewing on button washing underwear mending ripped seam	selecting clothes appropriately clean selecting daily outfit selecting outfit appropriate for weather selecting outfit appropriate for season selecting clothes appropriately ironed, pressed selecting outfit with appropriate color combination selecting accessories appropriate for outfit selecting outfit appropriate for occasion	buying non-sized accessories less than one dollar buying socks appropriately sized

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

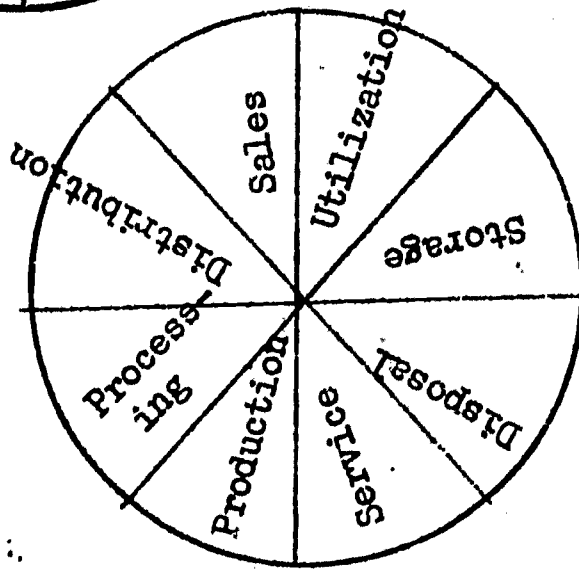
SENIOR RANGE

DEVELOPMENTAL ORGANIZATION OF PROBLEM: BODY CARES



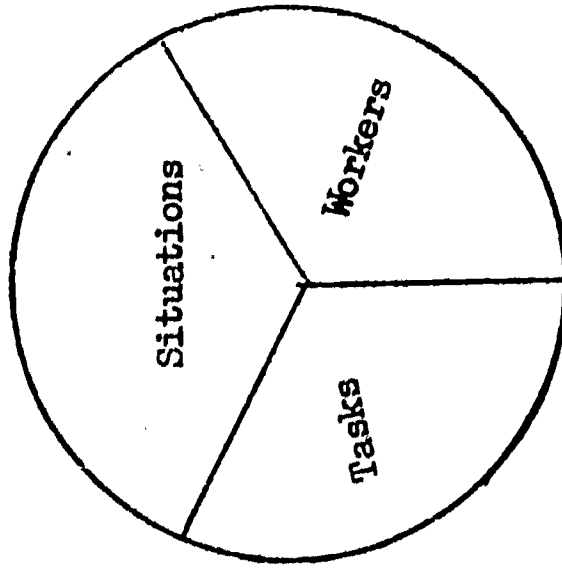
Interactions of Body Cares with Other Persisting Problems of Daily Living

JUNIOR RANGE



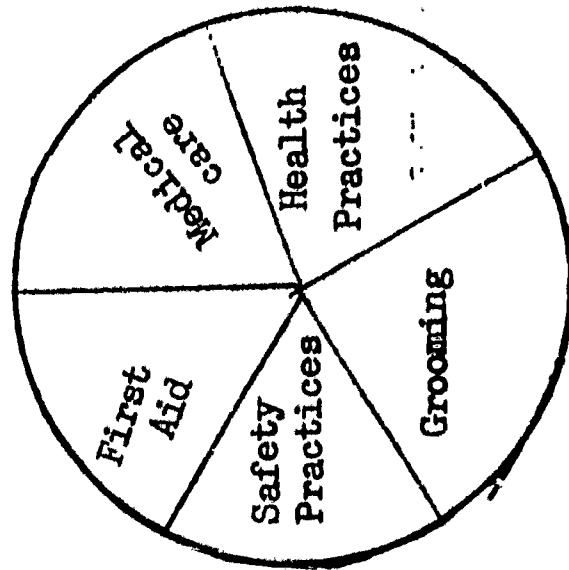
Work with Body Cares and Related Tools

INTERMEDIATE RANGE



Body Cares in Daily Living

PRIMARY RANGE

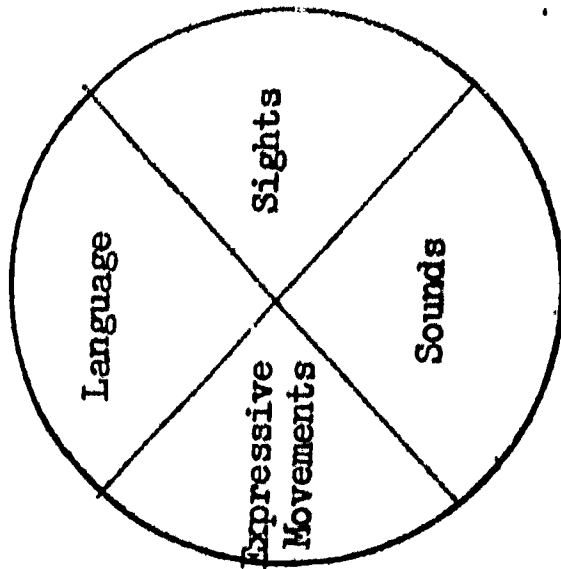


Daily Body Cares

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

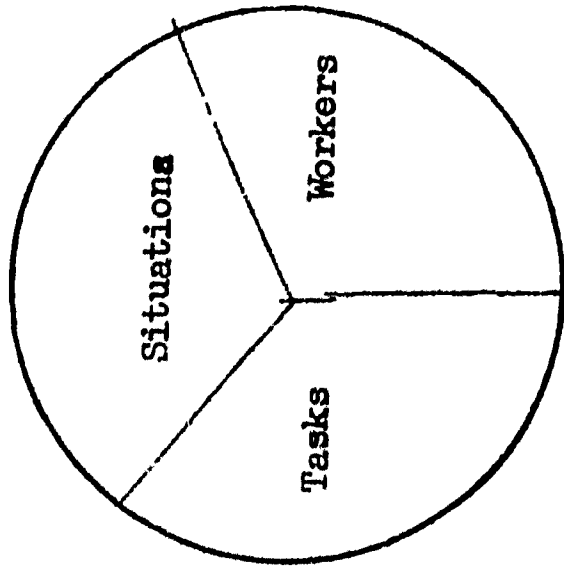
DEVELOPMENTAL ORGANIZATION OF PROBLEM: COMMUNICATIONS

PRIMARY RANGE



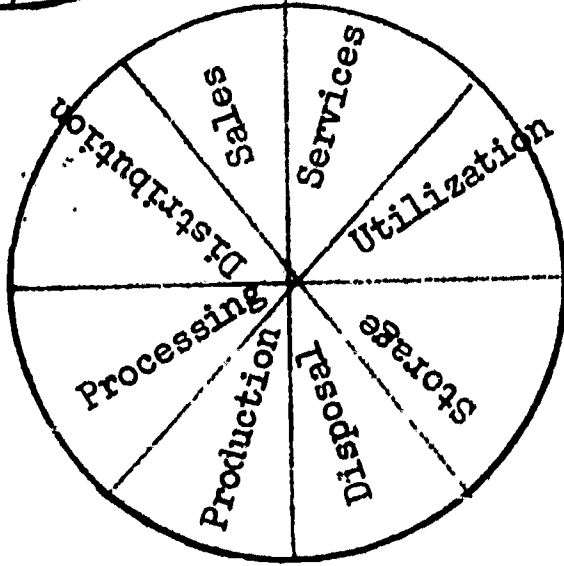
Communications

INTERMEDIATE RANGE



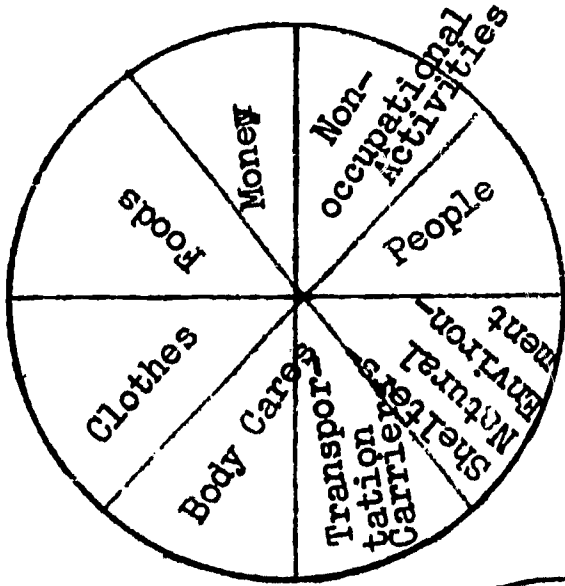
Communications in Daily Living

JUNIOR RANGE



Work with Communications and Related Tools

SENIOR RANGE



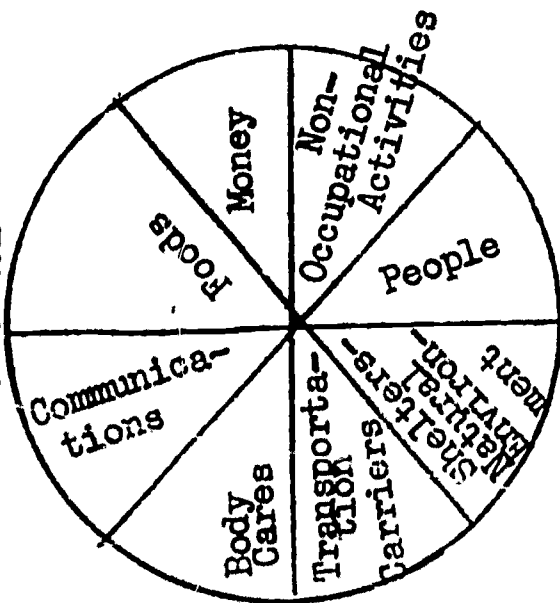
Interactions of Communications with Other Persisting Problems of Daily Living



DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

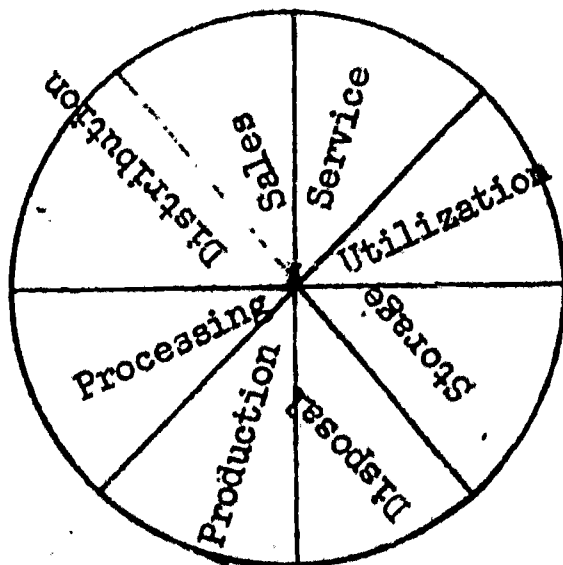
DEVELOPMENT ORGANIZATION OF PROBLEM: NON-OCCUPATIONAL ACTIVITIES

SENIOR RANGE



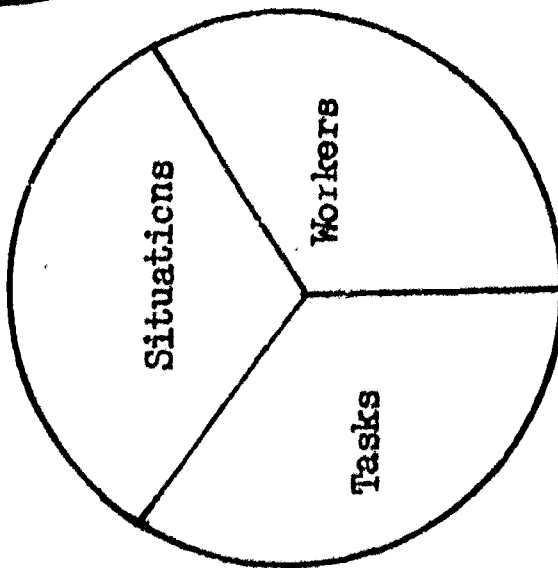
Interactions of  
Non-occupational Activities  
with Other Persisting  
Problems of Daily Living

JUNIOR RANGE



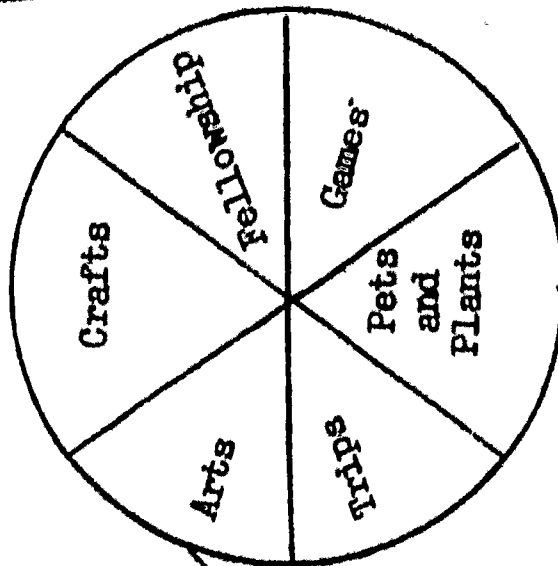
Work with Non-Occupational  
Activities and Related Tools

INTERMEDIATE RANGE



Non-Occupational Activities in  
Daily Living

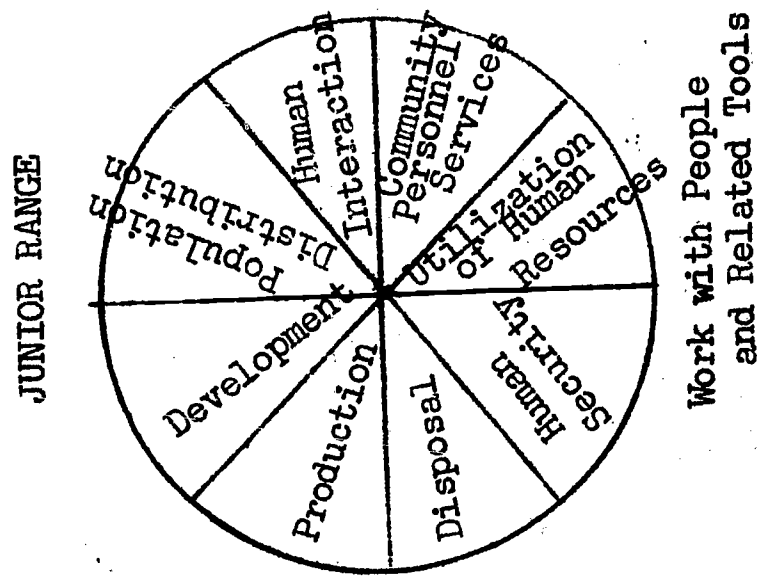
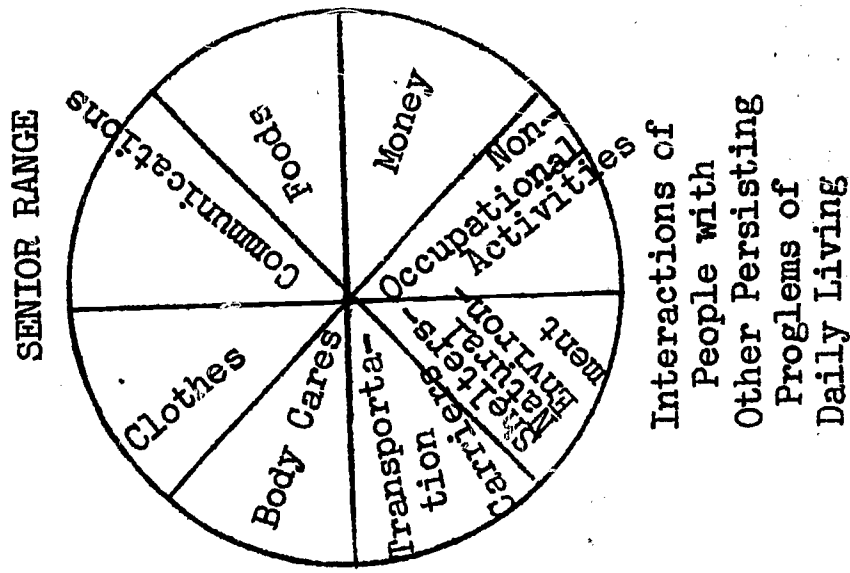
PRIMARY RANGE



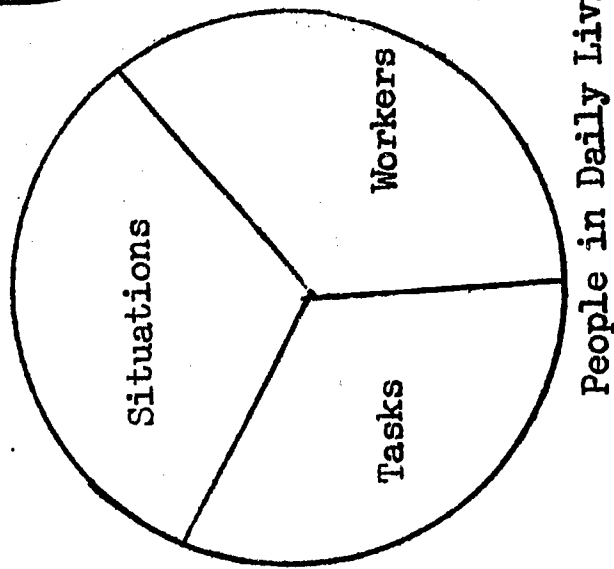
Daily Non-Occupational  
Activities

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth  
with Intellectual Disabilities

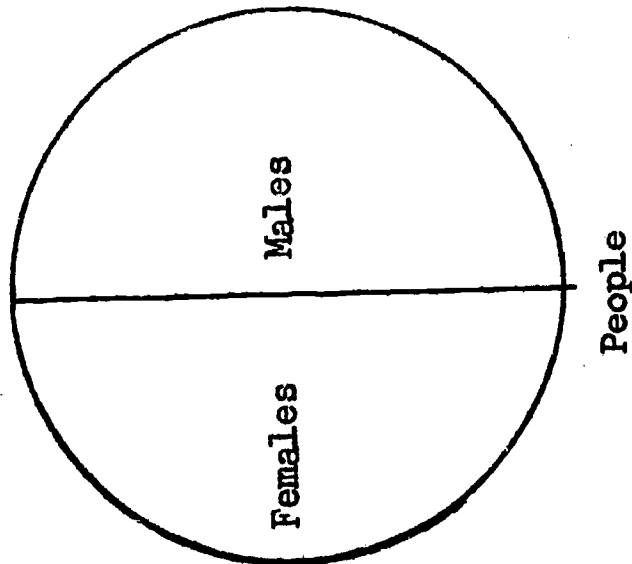
DEVELOPMENTAL ORGANIZATION OF PROBLEM: PEOPLE



INTERMEDIATE RANGE



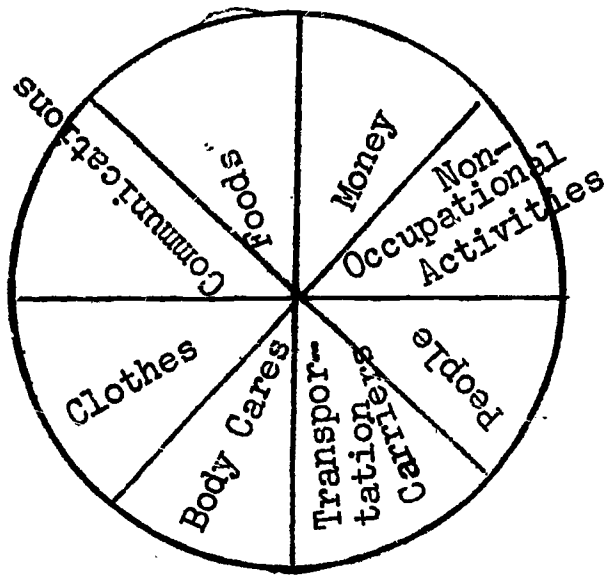
PRIMARY RANGE



DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

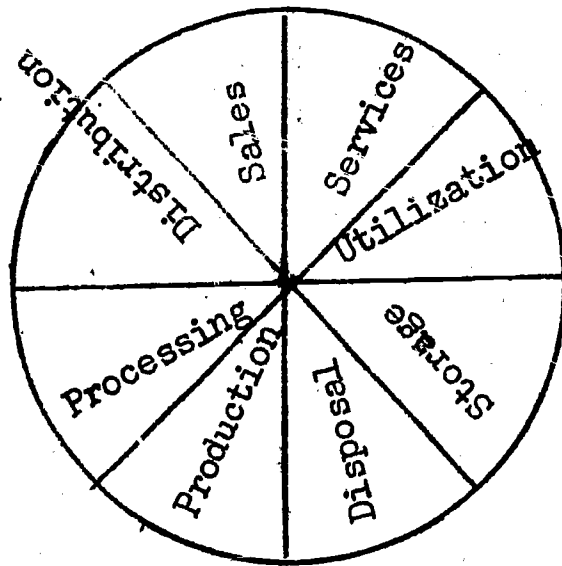
DEVELOPMENTAL ORGANIZATION OF PROBLEM: SHELTERS AND NATURAL ENVIRONMENT

SENIOR RANGE



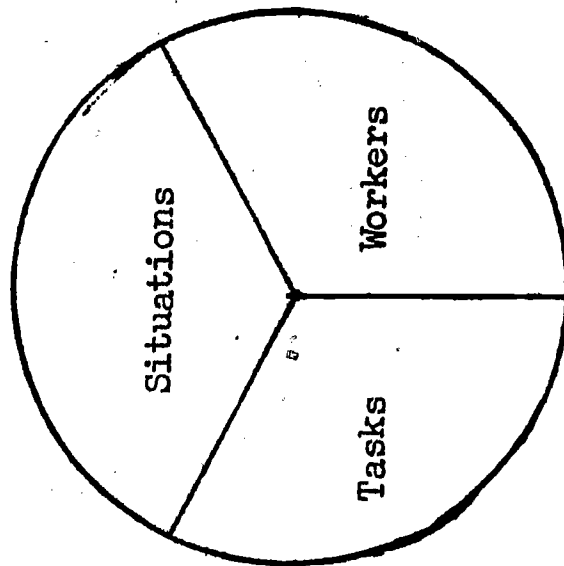
Interactions of  
Shelters and Natural  
Environment with  
Other Persisting  
Problems of  
Daily Living

JUNIOR RANGE



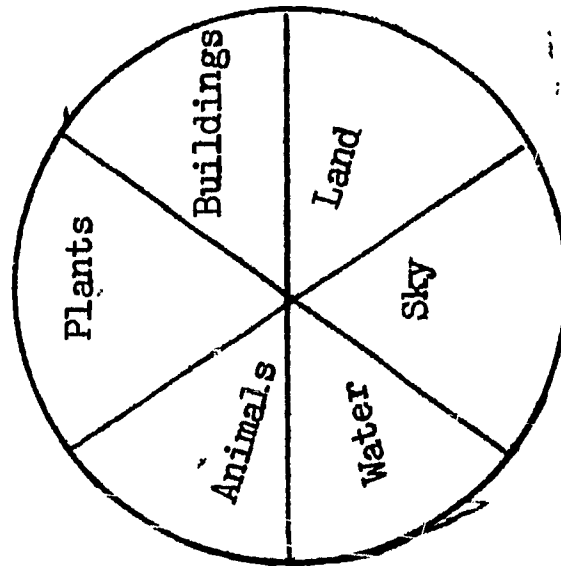
Work with Shelters  
and Natural Environment  
and Related Tools

INTERMEDIATE RANGE



Shelters and Natural  
Environment in  
Daily Living

PRIMARY RANGE

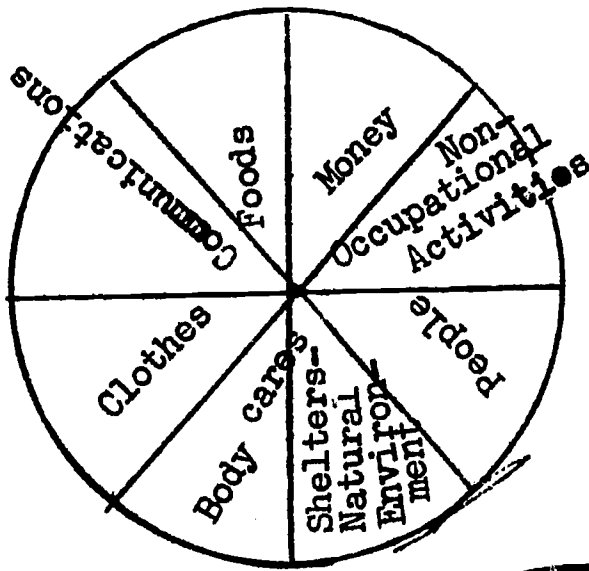


Shelters and  
Natural Environment

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

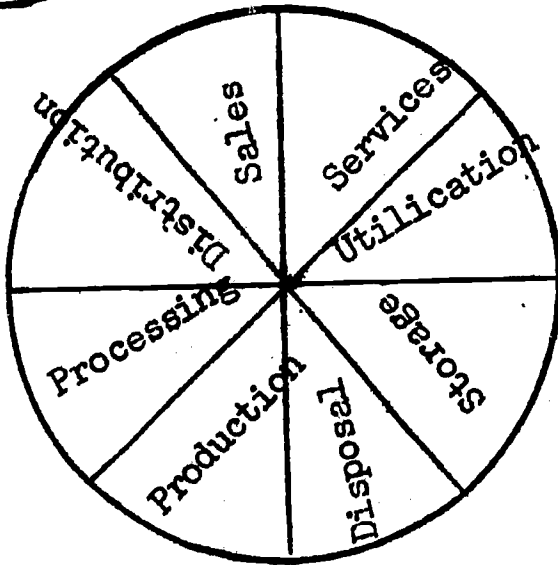
DEVELOPMENTAL ORGANIZATION OF PROBLEM: TRANSPORTATION CARRIERS

SENIOR RANGE



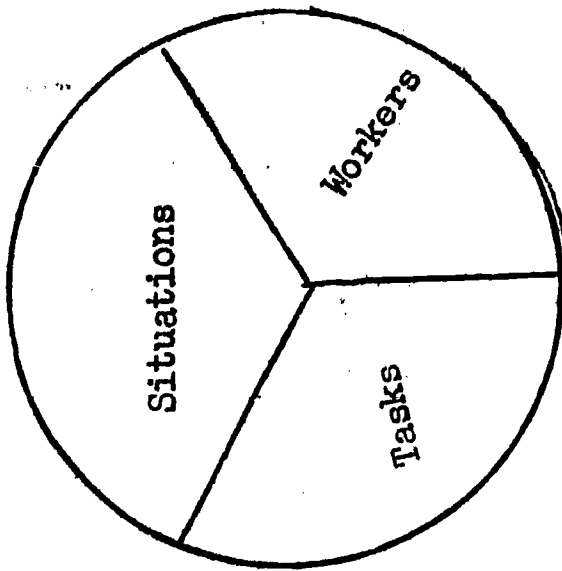
Interactions of Transportation Carriers with Other Persisting Problems of Daily Living

JUNIOR RANGE



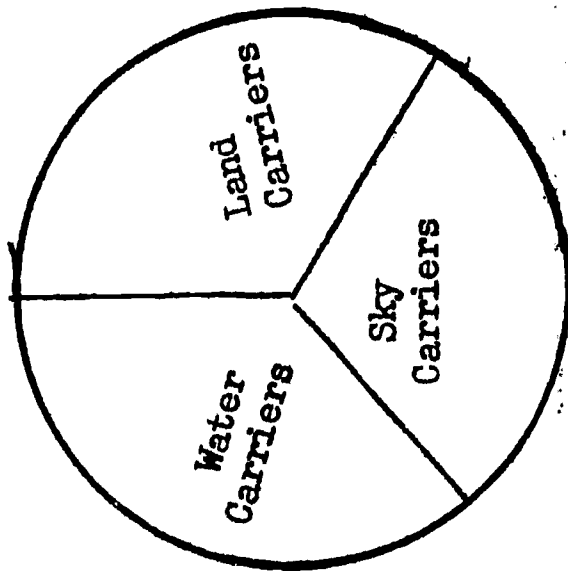
Work with Transportation Carriers and Related Tools

INTERMEDIATE RANGE



Work with Transportation Carriers in Daily Living

PRIMARY RANGE



Transportation Carriers

DESIGN FOR DAILY LIVING: Curriculum Development for  
Children and Youth with  
Intellectual Disabilities

SAMPLE CURRICULUM CALENDAR - FIRST SEMESTER

Teacher \_\_\_\_\_ C.A. Range \_\_\_\_\_ Core(s) \_\_\_\_\_  
School \_\_\_\_\_ M.A. Range \_\_\_\_\_ Class Range \_\_\_\_\_  
Town \_\_\_\_\_ I.Q. Range \_\_\_\_\_ No. of Pupils \_\_\_\_\_

SCHOOL CALENDAR	PROBLEM	CENTERS OF INTEREST	FIELD EXPERIENCE, CLASS-PROJECT
1966			
Aug.-Sept.			
	(Sept. 5 - Labor Day)		
October			
	(Oct. 28 - Plan- ning Day)		
November			
	(Nov. 11 - Veterans' Day)		
	(Nov. 24-25 - Thanksgiving Day)		
December			
	(Dec. 17-Jan. 2 - Christmas Holidays)		
1967			
January			
	(Jan. 24 - Plan- ning Day)		



DESIGN FOR DAILY LIVING: Curriculum Development for  
Children and Youth with  
Intellectual Disabilities

SAMPLE CURRICULUM CALENDAR - SECOND SEMESTER

Teacher \_\_\_\_\_ C.A. Range \_\_\_\_\_ Core(s) \_\_\_\_\_  
School \_\_\_\_\_ M.A. Range \_\_\_\_\_ Class Range \_\_\_\_\_  
Town \_\_\_\_\_ I.Q. Range \_\_\_\_\_ No. of Pupils \_\_\_\_\_

SCHOOL CALENDAR 1967	PROBLEM	CENTERS OF INTEREST	FIELD EXPERIENCE,
			CLASS PROJECT
February			
March	(Mar. 17 - Planning Day)		
	(Mar. 24-27 - FEA)		
April			
May			
June			

DESIGN FOR DAILY LIVING: Curriculum Development for  
Children and Youth with  
Intellectual Disabilities

STEPS FOR SPECIAL CLASS TEACHER IN INITIAL PLANNING  
FOR UNIT OF WORK

1. Determine core(s) (scope of investigation of problem) most appropriate to chronological and social age ranges of pupils.
2. Select the persisting problem(area) to be investigated.
3. Determine unit title, also attending to pattern for developmental organization of the problem for the range within which the selected core falls.
4. Inventory the community's resources pertinent to the problem within the selected core, particularly for Core IV and above.
5. Formulate or obtain developmental sequence of functional skills pertinent to the problem selected.
6. Determine, tentatively, field experience or class project appropriate for each center of interest within this core.
7. Determine centers of interest for the problem within this fore-approximately four, each representing approximately one week of investigation.
8. Determine focus for each day's discussion within each center of interest.
9. Determine speaking vocabulary pertinent to new concepts represented in the focus of each day's discussion.
10. Prepare sample content chart of pertinent facts to be considered within the focus of each day's discussion.
11. Locate and select books, films and other teacher and pupil resource materials pertinent to this problem within this core.
12. Determine the furnishings and equipment essential to carrying out this unit of work and obtain or arrange for use.
13. Make rough sketch of one bulletin board to be prepared by teacher for each center of interest within the unit; there should be one teacher prepared bulletin and one pupil prepared bulletin.

NOTE: The first 8 steps are very important.

Week of \_\_\_\_\_

Core(s) \_\_\_\_\_

Range \_\_\_\_\_

Problem \_\_\_\_\_

	Focus: Day's Discussion	Speaking Vocabulary	Field Experience or Class Project	Equipment and Materials
M O N D A Y				
T U E S D A Y				
W E D N E S D A Y				
T H U R S D A Y				
F R I D A Y				

DESIGN FOR DAILY LIVING  
TENTATIVE PLANS FOR THIS WEEK

FUNCTIONAL ACTIVITIES			
Oral Language	Social Skills	Creative Arts	Recreation

#To be completed prior to each week's classroom activity.

Scope of Problem

Center of Interest

ACADEMIC ACTIVITIES: CLASS, GROUPS, INDIVIDUALS			
Reading	Writing	Arithmetic	Spelling



DESIGN FOR DAILY LIVING

PRIMARY RANGE

CORES I - III

DESIGN FOR DAILY LIVING: Curriculum Development for Children and  
Youth with Intellectual Disabilities

PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Primary Class

Core I: EXPLORING THINGS AROUND US

Class Dimensions

I.Q.	56 to 80
C.A.	6-0 to 7-6
M.A.	3-4 to 6-0
I.G.P.	N to 1.0

Individual inventory of cumulative concepts, vocabulary and skills acquired through pupils' experience in daily living related to one persisting problem (e.g., Foods)

Perception of common items (e.g., of foods) through sensory experiences with items encountered in activities of daily living within pupils' experiences

Discrimination through sensory experiences of likenesses and differences among the common items (e.g., of food)

Recognition of names of common items (e.g., of foods) and of words describing their physical properties

Association of the common items with their names

Association of physical properties with their names

Generalization from common items to persisting problem

Generalization from common properties to persisting problem

# DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: PEOPLE

Core I: Exploring Things around us

Scope: EXPLORING PEOPLE AROUND US

1. Who are the people around us.
  - a. Our names
  - b. Names of members of our families.....
  - c. Names of other people around us
  - d. Names of make-believe people
2. What the people around us look and sound like
  - a. Sexes
  - b. Ages
  - c. Colors (races)
  - d. Languages spoken
3. How the people around us act
  - a. Toward themselves
  - b. Toward other people
  - c. Toward things

How the people around us feel

- a. About themselves
- b. About other people
- c. About things

Core I  
Scope: Exploring People Around Us

SAMPLE SPEAKING VOCABULARY

1. Who Are the People Around Us	2. Look and Sound Like	3. How People Act	4. How People Feel
<p>a. <u>OUR NAMES</u> I-me-myself we-us-ourselves you-yourself (pupils' names) (teachers' name)</p> <p>b. <u>FAMILY MEMBERS</u> aunt brother cousin father-daddy grandfather grandmother mother-mama sister uncle</p> <p>c. <u>OTHER PEOPLE</u> school bus driver -who come to our classroom often -who come to our homes often -whom we 'visit' often</p> <p>d. <u>MAKE BELIEVE</u> -in comics -in stories -on T-V -our dolls and toys -Santa Claus</p>	<p>a. <u>SEXES</u> boy girl he-him lady man she-her woman</p> <p>b. <u>AGES</u> adult baby child- children grown-up old teen-ager young</p> <p>c. <u>COLOR (RACES)</u> black red white</p> <p>d. <u>LANGUAGES (SPOKEN)</u> alike different English Spanish</p>	<p>a. <u>TOWARD THEMSELVES</u> busy-lazy crying- laughing frowning- smiling pretending</p> <p>b. <u>TOWARD OTHER PEOPLE</u> accepting- fighting friendly- unfriendly helping hiding from hitting kissing leading- following polite-rude</p> <p>c. <u>TOWARD THINGS</u> breaking- fixing giving- taking keeping- sharing remembering- forgetting saving- wasting hers his mine ours theirs yours</p>	<p>a. <u>ABOUT THEMSELVES</u> ashamed-proud cross-pleasant happy-unhappy</p> <p>b. <u>ABOUT OTHER PEOPLE</u> afraid angry hating- loving jealous kind-mean</p> <p>c. <u>ABOUT THINGS</u> excited-bored glad-sad liking wanting</p>

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: BODY CARES

Core I: Exploring Things around Us

Scope: EXPLORING OUR BODIES

1. What things are parts of our bodies

- a. Our heads and their parts
- b. Our limbs and their parts
- c. Our trunks and their parts
- d. Other parts

What our bodies and their parts look like ....

- a. Colorings
- b. Sizes
- c. Shapes
- d. Amounts

2. What our bodies and their parts feel and smell like

- a. Textures
- b. Temperatures
- c. Weights
- d. Body odors
- e. Other conditions

4. What our bodies and their parts do

- a. Sensing
- b. Moving
- c. Making sounds



# Core I

Scope:

## Exploring Our Bodies

### SAMPLE SPEAKING VOCABULARY

1. Parts of Our Bodies	2. What They Look Like	3. What They Feel & Smell	4. What Our Bodies and Their Parts Do		
1a. <u>HEAD</u>	2a. <u>Colorings</u>	3a. <u>Textures</u>	4a. <u>Sensing</u>	4b. <u>Moving</u>	4c. <u>Making Sounds</u>
hair	black	rough-smooth	hear	bend	burp
ears	blond	course-fine	see	breathe	cough
face	blue	wrinkled	smell	grow	cry
forehead	brown		taste	hold	laugh
eyes	brounette	3b. <u>Temperature</u>	touch	hop	pant
eyebrows	dark-light	cold-hot		jump	sneeze
cheeks	freckled	cool-warm		lie down	talk
nose	green	high-normal		point	yawn
lips	hazel			reach	
mouth	pale-rosy	3c. <u>Weight</u>		run	
teeth	red	heavy-light		sit	
tongue	redheaded			skip	
chin	sunburned	3d. <u>Odors</u>		stand	
neck	tanned	sweaty		walk	
	white				
1b. <u>LIMBS</u>	2b. <u>Sizes</u>	3e. <u>Other Conditions</u>	<u>Other Related Conditions</u>		
hands	big-little	alike-	blind	alive-dead	high-low
thumb	deep-shallow	different	deaf	asleep-awake	loud-soft
fingers	fat-slim	clean-dirty		crippled	noisy-quiet
nails	large-small	dry-wet		fast-slow	shouted-
arms	long-short	healed-sore			whispered
wrist	narrow-wide	hungry			
elbow	short-tall	rested-tired			
feet-foot	thicksthin	sick-well			
toes		strong-weak			
nails		thirsty			
heel	2c. <u>Shapes</u>				
legs	crooked-				
ankle	straight				
knee	curly-				
	straight				
1c. <u>TRUNK</u>	2d. <u>Amounts</u>				
shoulders	feet				
chest	five				
heart	many				
stomach	one				
waist	pounds				
hips	ten				
genitals	two				
back					
d. <u>Other Parts</u>					
blood					
bones					
muscles					
nerves					
skin					

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: FOODS

Core I: Exploring Things around Us

SCOPE: EXPLORING DAILY FOODS

1. What things are foods
  - a. Some things we eat and drink--and their parts
  - b. ~~Daily foods in other forms or combinations~~
2. What foods look like
  - a. Colors
  - b. Sizes
  - c. Shapes
  - d. Amounts
3. What foods taste like
  - a. Tastes
  - b. Flavors
4. What foods feel and smell like
  - a. Textures
  - b. Temperatures
  - c. Weights
  - d. Odors

# Core I

Scope: Exploring Daily Foods

## SAMPLE SPEAKING VOCABULARY

### 1. What Things Are Foods

#### a. SOME THINGS WE EAT AND DRINK - AND THEIR PARTS\*

apples	mangoes	bread	beans	egg plant	bacon	bones
apricots	olives	cereals	beets	lettuce	beef	cores
bananas	oranges	(dry)	broccoli	onions	chicken	ears
blueberries	peaches	crackers	brussels	peas	eggs	fat
cherries	pears	grits	sprouts	peppers	flounder	leaf-
dates	pecans	oatmeal	cabbages	potatoes	ham	leaves
figs	pineapples	rice	carrots	pumpkins	lamb	peelings
grapefruit	plums		celery	radishes	milk	pits
grapes	strawberries	mustard	corn	spinach	mullet	seeds
guavas	walnuts	pepper	collards	squash	pork	shells
lemons	watermelon	salt	cucumbers	tomatoes	tuna fish	skins
		sugar			turkey	

#### b. DAILY FOODS IN OTHER FORMS OR COMBINATIONS\*

applesauce	hot dogs	potato chips	biscuits	jam	puddings
baked beans	ice cream	prunes	cakes	jello	rolls
butter	lemonade	raisins	candy bars	jelly	salads
catsup	margarine	sausage	cold drinks	juice	sandwich
cheese	milk shakes	whipped-	cookies	macaroni	soups
french fries	peanut butter	cream	fillings	muffins	spaghetti
hamburgers	pickles		frostings	noodles	syrup
hot chocolate	pizza		gravy	pies	

### 2. What Foods Look Like

### 3. What Foods Taste Like

### 4. What Foods Feel and Smell Like

#### a. COLORS

brown  
green  
orange  
red  
white  
yellow

#### b. SIZES

big-little  
large-small  
thick-thin

#### c. SHAPES

flat  
round-squares

#### d. AMOUNTS

all	loaf
bunch	more
crumb	one
cupful	part
empty-	piece
full	slice
handful	some
head	spoonful
glassful	whole

#### a. TASTES

bitter  
salty  
sour  
sweet

#### b. FLAVORS

chocolate  
vanilla

#### a. TEXTURES

hard-soft  
rough-smooth

#### b. TEMPERATURES

cold-hot  
cool-warm  
frozen-melted

#### c. WEIGHTS

heavy-light

#### d. ODORS

burned  
spoiled

\*Should include only those foods which are in common use in locality.

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: SHELTERS AND NATURAL ENVIRONMENT

Core I: Exploring Things around Us

Scope: EXPLORING WHERE WE LIVE AND WORK

1. Where do we live and work
  - a. Our school
    - (1) Parts we use daily
    - (2) What they look like
  - b. Our homes
    - (1) Names of structures in which we live
    - (2) Parts of our homes
      - (a) Outside
      - (b) Inside
    - (3) What they look like
2. What things grow outdoors
  - a. Plants around us
    - (1) Their names and parts
    - (2) What they look like
  - b. Animals around us
    - (1) Their names and parts
    - (2) What they look like
    - (3) Sounds they make
    - (4) Ways they move
3. What other things are parts of the outdoors
  - a. Land around us and what it looks like
  - b. Waters around us and what they look like
  - c. Things in the sky and what they look like
  - d. Things inside the earth
4. What things change daily outdoors
  - a. Changes we see in the sky
  - b. Changes we hear or feel in the air

Core I

Scope: Exploring Where We Live and Work

SAMPLE SPEAKING VOCABULARY#

1. Where We Live and Work (Situations)	2. Things that Grow Outdoors around Us	3. Other parts of the Outdoors	4. Daily Changes Outdoors (Rel. Conditions)	
a. <u>SCHOOL</u> rooms classroom lunchroom restroom hall playground sidewalk <u>and parts:</u> -ceiling -door -floor -wall -window -cabinet	a. <u>PLANTS</u> moss fern (seed plants) pine tree azalea bush camellia day lillies dogwood tree oak tree grass palm tree tulip <u>and parts:</u> -bulb -branch -cone -flower -leaf-leaves -root -seed -stem -trunk	b. <u>ANIMALS</u> sponge coral sand dollar clam snail earthworm (insects) fly-flies mosquito spider tick ant termite (amphibians) frog salamander toad birds blue jay cardinal mocking bird fishes catfish mullet perch (reptiles) cameleon snake turtle (mammals) possum rabbit squirrel <u>and parts:</u> -backbone -beak -eggs -feathers -fins -fur -gills -lungs -scales -shell -tail -wings	a. <u>LAND</u> island mainland -beach -coast hill lowland (soils) clay dirt sand stone  b. <u>WATERS</u> gulf lake pond river springs  c. <u>SKY</u> moon stars sun  d. in the <u>EARTH</u> coal oil rock salt	a. <u>SKY</u> (1) light dark-light darkness day-night sunlight  (2) (moisture) clouds dew dry-wet fog frost rain  b. <u>AIR</u> (1) (movement) lightning thunder wind  (2) (temperature) cold-hot

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#Should reflect the natural environment of the locale where pupils live and terminology common to that locale.



## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: COMMUNICATIONS  
Core I: Exploring Things around Us  
Scope: EXPLORING DAILY COMMUNICATIONS

1. What things are communications
  - a. Things we look at
  - b. Things we listen to
  - c. Things we say
  - d. Other things we do
    - (1) Our gestures
    - (2) Our facial expressions
    - (3) Our other expressive body movements
2. What communications look like
  - a. Colors
  - b. Sizes
  - c. Shapes
  - d. Amounts
  - e. Other States
3. What communications sound like
  - a. Speech
  - b. Other sounds
4. What communications do
  - a. Containing information for us
  - b. Containing information from us

Core I

Scope: Exploring Daily Communications

Sample Speaking Vocabulary

1. What things are Communications	2. What Communications look like	3. What Communication sounds like	4. What Communications do
a. <u>Things we look at</u> television movies (home-commercial) pictures (photo album) billboards newspaper(s) magazine(s) book(s)	a. <u>Color</u> telephones (basic colors) dark wood light wood yellow white-black print	a. <u>Speech</u> alike different loud soft fast slow drawl	a. <u>Containing information for us</u> Telegram letter story report relate note text book
b. <u>Things we listen to</u> radio (transistor) record player people (teachers, speakers) telephone	b. <u>Sizes</u> big little portable large "Princess"	b. <u>Other sounds</u> dots clicks clap bark kiss grunt groan yawn	b. <u>Containing information from us</u> message send stamp mail paper pencil crayons
c. <u>Things we say</u> Please Thank you Hello Good-bye	c. <u>Shapes</u> rectangle box-like on wheels wall phones desk phones Princess phones		
d. <u>Things we do</u> wave wink smile nod shake point gesture (use this word later) motion stomp	d. <u>Amounts</u> pages sections parts sheet e. <u>Other states</u>		

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: TRANSPORTATION CARRIERS

Core I: Exploring Things Around Us

Scope: EXPLOING DAILY TRANSPORTATION CARRIERS

1. What things are carriers
  - a. Things we use
    - (1) Our bodies
      - (a) Ourselves  
feet  
legs
      - (b) To carry our things
    - (2) Animals we use to carry
      - (a) horse
      - (b) mule
    - (3) Vehicles we use to carry
      - (a) baby carriage
      - (b) bicycles
      - (c) doll buggy
  - b. Carriers other use
2. What carriers look like
  - a. Colors
  - b. Sizes
  - c. Shapes
  - d. Amounts
  - e. Other States
3. What carriers sound, feel, and smell like
  - a. Sounds
  - b. Texture
  - c. Temperatures
  - d. Weights
  - e. Odors
4. What things we do with our carriers

Core I

Scope: Exploring Daily Transportation Carriers

Sample Speaking Vocabulary

1. What things are carriers	2. What carriers look like	3. What carriers sound, feel and smell like	4. What things we do with carriers
<p>a. <u>Things we use</u></p> <p>(1) Our bodies</p> <p>(a) to carry ourselves</p> <p>feet</p> <p>legs</p> <p>running</p> <p>standing</p> <p>stepping up and down</p> <p>walking</p> <p>(b) to carry our things</p> <p>arms</p> <p>carrying</p> <p>hands</p> <p>holding</p> <p>lifting up</p> <p>putting down</p> <p>(2) Animals we use to carry</p> <p>horse</p> <p>mule</p> <p>(3) Vehicles we use to carry</p> <p>baby carriage</p> <p>bicycle</p> <p>doll buggy</p> <p>escalator</p> <p>motor bike</p> <p>pedaling</p> <p>pulling</p> <p>pushing</p> <p>scooter</p> <p>steering</p> <p>tractor</p> <p>tricycle</p> <p>wagon</p> <p>wheelbarrow</p>	<p>a. <u>Colors</u></p> <p>skin</p> <p>b. <u>Sizes</u></p> <p>c. <u>Shapes</u></p> <p>d. <u>Amounts</u></p> <p>team</p> <p>one wheel</p> <p>two wheels</p> <p>three wheels</p> <p>four wheels</p> <p>e. <u>Other States</u></p>	<p>a. <u>Sounds</u></p> <p>footsteps</p> <p>bray</p> <p>neigh</p> <p>b. <u>Textures</u></p> <p>skin</p> <p>soft</p> <p>hard</p> <p>hair</p> <p>smooth</p> <p>c. <u>Temperatures</u></p> <p>d. <u>Weights</u></p> <p>pounds</p> <p>tons</p> <p>e. <u>Odors</u></p>	<p>haul</p> <p>ride</p> <p>plow</p> <p>transport</p> <p>push</p> <p>pull</p> <p>steer</p> <p>drive</p>

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: CLOTHES  
Core I: Exploring Things around Us

Scope EXPLORING DAILY CLOTHES

1. What things are clothes
  - a. Things everyone wears . . . .
  - b. Things boys and fathers wear
  - c. Things girls and mothers wear
  - d. Things babies wear
2. What our clothes look like
  - a. Colors
  - b. Sizes
  - c. Shapes
  - d. Amounts
  - e. Other States
3. What our clothes feel and smell like
  - a. Textures
  - b. Weights
  - c. Odors
4. What clothes and their parts do we wear on parts of our bodies
  - a. Head and neck
  - b. Trunk
  - c. Arms and hands
  - d. Legs and feet



Core I

Scope: Exploring Daily Clothes

SAMPLE SPEAKING VOCABULARY

a. <u>CLOTHES EVERYONE WEARS</u>		b. <u>BOYS AND FATHERS WEAR</u>	c. <u>GIRLS AND MOTHERS WEAR</u>	d. <u>BABIES WEAR</u>
bathing cap	robe	bluejeans	blouse	bonnet
bathing suit	rubbers	cap	bracelet	booties
belt	sandals	cuff links	brassiere	diapers
boots	scarf	overalls	crinolin	mittens
coat	shoes	overcoat	dress	rubber pants
earmuffs	shorts	pants	earrings	sunsuit
gloves	slacks	shirt	garter belt	
hat	slippers	suspenders	girdle	
jacket	snowsuit	tie	half-slip	
pajamas	socks	tie clasp	necklace	
raincoat	suit	topcoat	nightgown	
rain hat	sweater	trousers	pocketbook	
ring		t-shirt	purse	
		undershirt	skirt	
		undershorts	slip	
		vest	stockings	
		wallet	underpants	
2. <u>What Clothes Look Like</u>		3. <u>-Feel and Smell Like</u>	4. <u>Clothes and Parts related to Parts of Body</u>	
a. <u>COLORS</u>	c. <u>SHAPES</u>	a. <u>TEXTURES</u>	a. <u>CLOTHES PARTS</u>	b. <u>BODY PARTS</u>
black-white	full	hard-soft	back-front	arms
blue-yellow	pointed	rough-smooth	inside-outside	-wrist
green-red	round	starched	top-bottom	hands
orange-brown	straight	stiff-limp	buttonhole	-fingers
pink-grey			brim	feet
shiny-dull			collar	head
		b. <u>WEIGHTS</u>	cuffs	-ears
		heavy-light	heel	legs
		thick-thin	hem	-knees
b. <u>SIZES</u>	d. <u>AMOUNTS</u>	c. <u>ODORS</u>	holes(for laces)	neck
big-little	enough	fresh	pleats	trunk
large-small	few-many	mildewy	pocket	-chest
long-short	one	musty	ruffle	-hips
tight-loose	pair		seam	-shoulders
too	two		sleeve	-waist
			sole	skin

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES

Core I: Exploring Things Around Us

Scope: EXPLORING OUR INTERESTS

1. What things are our interests
  - a. Things we play
  - b. Things we make
  - c. Things we do with living things
  - d. Things other people do
2. What interests we watch or listen to
  - a. Going to events and exhibits
  - b. Attending to programs, films, and stories
  - c. Looking at pictures in books
3. What interests we do with our hands
  - a. Playing table games
  - b. Playing musical instruments
  - c. Making things out of materials
  - d. Collecting things
4. What interests we do with our bodies
  - a. Playing with toys
  - b. Playing games outdoors
  - c. Caring for living things
  - d. Visiting people and places

## Core I

Scope: Exploring Daily Non-occupational Activities

### Sample Speaking Vocabulary

1. What things are our interests	2. What interests we watch or listen to	3. What interests we do with our hands	4. What interests we do with our bodies
a. <u>Things we play</u> games ball toys baseball kick ball jump rope jacks	a. <u>Going to events and exhibits</u> baseball park Gator Bowl theater auditorium Coliseum church museums parks playgrounds	a. <u>Playing table games</u> swinging hitting catching holding moving cards shuffle deal	a. <u>Playing with toys</u> kneeling crawling
b. <u>Things we make</u> pictures baskets flowers	b. <u>Attending to programs, films and stories</u>	b. <u>Playing musical instruments</u> blow piano horn guitar ukelele	b. <u>Playing games outdoors</u> running hiding skipping jumping
c. <u>Things we do with living things</u> pet play feed comb clean	c. <u>Looking at pic- tures in books</u> colored pictures pages turning pretty colorful	c. <u>Making things out of materials</u> cut sew paste paint glue	c. <u>Caring for living things</u> feeding watering protecting
d. <u>Things other people do</u> sing dance run skip fish		d. <u>Collecting Things</u> bugs shells catching finding hunting feeling	d. <u>Visiting peo- ple and places</u> riding walking camping hiking swimming picnicing

Design for Daily Living

Problem: Foods

Core: One

Scope: Exploring Daily Foods

S A M P L E   P A T T E R N \*

CONTENT CHARTS

Center of Interest: What Things Are Foods

Foods Are to Eat and Drink

When we are hungry, we eat.  
When we are thirsty, we drink.  
Foods are things to eat.  
Foods and water are things to drink.  
Foods are things we eat and drink.

Center of Interest: What Things are Foods

Focus of Day's Discussion: Foods We Eat

Some Foods We Eat

We eat some foods.  
We eat cereal.  
We eat bread and butter.  
We eat meat and potatoes.  
We eat apples and cake.  
There are other foods we eat..

Center of Interest: What Things Are Foods

Focus of Day's Discussion: Foods We Drink

Some Foods We Drink

We drink some foods.  
We drink milk.  
We drink orange juice.  
We drink water.  
Water is not a food.  
There are other foods we drink.

\*To be developed through oral language experiences for each Center of Interest

DESIGN FOR DAILY LIVING

CORE II



DESIGN FOR DAILY LIVING: Curriculum Development for Children and  
Youth with Intellectual Disabilities

PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Primary Class

Core II: EXPLORING TOOLS AROUND US

Class Dimensions

I.Q. 56 to 80  
C.A. 7-0 to 8-6  
M.A. 3-11 to 6-9  
I.G.P. N to 1.8

Individual inventory of cumulative concepts, vocabulary and skills acquired through pupils' experiences in daily living, and--as needed--review of previous content related to problem

Perception of common tools used in relation to the persisting problem through sensory-motor experiences with tools encountered in activities of daily living within pupils' experiences

Discrimination through sensory-motor experiences of likenesses and differences among the common tools (e.g., used in relation to foods and/or daily eating activities)

Recognition of names of common tools and of words describing their functions

Association of common tools with their functions

Association of common tools with their names

Association of common functions of tools with their names

Generalization from common tools to persisting problem

Generalization from common functions of tools to persisting problem

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: PEOPLE

Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO PEOPLE

1. Exploring tools we use to make friends with people
  - a. Meeting and making friends with people
  - b. Inviting and welcoming people
  - c. Helping people
2. Exploring tools we use to take our place among people
  - a. Making and following rules in class
  - b. Paying respect to our country
  - c. Attending church
3. Exploring tools we use to become acceptable people
  - a. Telling the truth
  - b. Respecting other people as persons
  - c. Respecting the property of others

Core II

Scope: Exploring Tools Related to People

Sample Speaking Vocabulary

1. Exploring tools we use to make friends with people	2. Exploring tools we use to take our place among people	3. Exploring tools we use to become acceptable people
a. <u>Meeting and making friends with people</u>	a. <u>Making and following rules in class</u> follow obey list suggest	a. <u>Telling the truth</u> honesty "tattle-tale"
b. <u>Inviting and welcoming people</u> note written invitation spoken invitation telephone call hand shake	b. <u>Paying respect to our country</u> flag salute  voting machine	b. <u>Respecting other people as person</u> like love hate (as how we should not act ) equal rights trust
c. <u>Helping People</u> carry open door sharing	c. <u>Attending church</u> kneeling bowing church hymn book prayer book bulletin prayer song	c. <u>Respecting property of others</u> permission  We should not : steal destroy use-unless given permission

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: BODY CARES

Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR BODY CARES

1. Exploring tools we use to keep our bodies healthy
  - a. Washing parts of our bodies
  - b. Toileting
  - c. Keeping fit
  - d. Keeping well
2. Exploring tools we use to keep our bodies safe
  - a. Protecting from cuts
  - b. Protecting from burns, heat and cold
  - c. Protecting from falls and bumps
  - d. Protecting from poisons
    - (1) Household poisons
    - (2) Insect, snake and other animal bites
    - (3) Poisonous plants
3. Exploring tools we use to make our bodies attractive
  - a. Grooming our hair
  - b. Caring for our skin
  - c. Caring for our nails
  - d. Checking our appearance

Problem Body Cares  
 Scope: Exploring Tools Around Us

Sample Speaking Vocabulary

- |  |   |  |
|--|---|--|
| 1. Exploring tools we use to keep our bodies healthy   | 2. Exploring tools we use to keep our bodies safe   | 3. Exploring tools we use to make our bodies attractive  |
| <u>a. Washing parts of our body</u><br>wash cloth trim<br>soap nails<br>water file<br>towel neat<br>brush hands<br>eye wash hair<br>ear swab shampoo<br>cotton clean<br>boric acid often<br>bath salts oily<br>paste shiny<br>odor dirty<br>mouth shower<br>teeth tub<br>decay scrub<br>white each day<br>yellow all over<br><br><u>b. Toileting</u><br>toilet paper<br>toilet<br>flush<br>wash hands<br><br><u>c. Keeping fit</u><br>proper garments<br>8 glasses water<br>proper foods<br>out-of-doors<br>vegetables<br>exercise swim<br>elimination fruit<br>run milk<br>jump cereal<br>walk meat<br>ride diet<br>sunshine<br><br><u>d. Keeping well</u><br>quiet time<br>handkerchief<br>clean hands body<br>cover nose tissue<br>cover mouth spread<br>sleep germs<br>rest sneeze<br>medicine cough<br>doctor regular<br>check-up visit<br>prevent shots<br>swallow taste | <u>a. Protecting from cuts</u><br>knife<br>sharp instrument<br>sharp tools<br>toys razor<br>glass<br>band-aid<br>scissors<br>First Aid kit<br><br><u>b. Protecting from burns, heat and cold</u><br>sun-tan lotions<br>suitable clothing<br>stoves-ovens<br>air conditioning<br>electric outlets<br>heat fans<br>ointment fire<br>matches burn<br>bare foot<br>gasoline fluid<br>cleaning hot water<br><br><u>c. Protecting from falls, and bumps</u><br>steps-high-climb<br>playground aisle<br>slippery run<br>pick up feet<br>window leaning<br><br><u>d. Protecting from poison</u><br>(1) household poisons<br>skull<br>crossbones<br>danger<br>poison<br>(2) Insect, snake, animal bites<br>dog tetanus<br>cat scratch<br>rabies shots<br>(3) Poisonous plants<br>leaf<br>color<br>poison ivy-oak | <u>a. Grooming our hair</u><br>brush comb<br>wash shampoo<br>shiny dirty<br>clean often<br>each week<br><br><u>b. Caring for our skin</u><br>soft<br>lotion<br>dry<br>moist<br>scaly<br>clean<br><br><u>c. Caring for our nails</u><br>trim file<br>soap wash<br>neat brush<br>hands looks<br>short long<br><br><u>d. Checking our appearance</u><br>mirror<br>looking glass<br>smile<br>neat<br>clean<br>odor |



## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: FOODS  
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR FOODS

1. Exploring tools we use to drink and eat our foods
  - a. Feeding self
  - b. Setting a table
  - c. Helping self to foods
2. Exploring tools we use to clean up
  - a. Clearing the table
  - b. Taking care of garbage
  - c. Doing dishes
3. Exploring tools we use to prepare foods
  - a. Fixing ready-to-prepare foods
  - b. Fixing raw foods
  - c. Baking foods
  - d. Cooking foods

Problem: Foods  
Scope: Exploring Tools Related to Our Foods

Sample Speaking Vocabulary

- 
- |  |  |   |
|--|--|---|
| 1. Exploring tools we use<br>to drink and eat our<br>foods | 2. Exploring tools we use<br>to clean up | 3. Exploring tools we use<br>to prepare foods |
|--|--|---|
- 

a. Feeding self

hands  
spoon  
fork  
glass  
cup  
paper cup

a. Clearing the table

food scraper  
sponge  
brush  
dish cloth  
broom

a. Fixing ready-to-serve  
foods

sauce pan  
bowl  
pie pan  
spoon  
cake pan  
oven

b. Setting the table

table cloth  
place mats  
oil cloth  
napkins (paper-cloth )  
dish  
plate  
knife-fork-spoon  
cup  
saucer  
bowl  
glass

b. Taking care of the  
garbage

sack  
garbage can  
waste basket  
garbage disposal  
food scraper  
scraps  
shovel  
paper

b. Fixing raw foods  
knife (paring )

peeler  
beater  
spoons  
measuring spoons  
spatula  
colander  
pans

c. Helping self to foods

open  
can opener  
cans  
lids  
boxes  
packages  
sacks-bags  
refrigerator  
cupboard  
pantry  
shelf

c. Doing dishes

sink  
water  
faucets  
detergent  
soap  
scouring pad  
cleanser  
dish rack  
dish rag - cloth  
dish towel  
sponge

c. Baking foods

foil  
casserole  
pie pan  
cake pan  
roasting pan  
wire rack  
oven  
timer

d. Cooking foods

stove  
sauce pans  
1 qt., 2 qt., etc.  
lids  
stove dials

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem : SHELTERS AND NATURAL ENVIRONMENT

Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR CLASSROOM, OUR HOMES, AND THEIR SURROUNDINGS

1. Exploring tools we use for living in our classroom and our homes
  - a. Making the parts of our rooms attractive
  - b. Holding people
  - c. Holding other things
  - d. Caring for personal needs
2. Exploring tools we use in adjusting to daily changes
  - a. Controlling light
  - b. Controlling temperature
3. Exploring tools we use in daily care of our homes
  - a. Cleaning
  - b. Protecting from pests
  - c. Making repairs
4. Exploring tools we use in daily care of our surroundings
  - a. Cleaning up outside
  - b. Caring for living things  
(Do not include pets or animals and plants raised for food)

## Core II: Shelters

Scope: Exploring Tools Related to Our Classroom, Our Homes, and their Surroundings

### Sample Speaking Vocabulary

1. Living in Class- room and Homes	2. Adjusting to Daily Changes Outdoors	3. Caring for Class- room and Homes	4. Caring for Our Surrounding
<p>a. <u>Covering Parts</u></p> <p>carpet linoleum rugs tile paint wallpaper blinds curtains drapes shades <u>other tools:</u> door mat curtain rod picture frame</p> <p>b. <u>Holding People</u></p> <p>bed bench chair sofa stool <u>and parts:</u> cushions springs</p> <p>c. <u>Holding Things</u></p> <p>ash tray bookcase bulletin board chalkboard chest desk rack table vase waste basket</p> <p>d. <u>Personal Needs</u></p> <p>bathtub heater (water) mirror refrigerator sink stove (cooking) toilet</p>	<p>a. <u>Light</u></p> <p>electric motor fuse box lamp cord plug shade wall socket wall switch <u>other tools:</u> awning candles electricity extension cord light bulb</p> <p>b. <u>Temperature</u></p> <p>air conditioner fan fuel tank furnace heater (space) radiator thermostat vent <u>supplies:</u> coal *electricity fuel oil gas matches wood <u>other tools:</u> fireplace screen storm windows thermometer weather stripping</p>	<p>a. <u>Cleaning</u></p> <p>broom brush (scrub ) carpet sweeper cleanser cloth detergent dust pan floor waxer mop (dry &amp; wax) pail polish soap powder sponge vaccum cleaner washing machine water wax</p> <p>b. <u>Protecting from Pests</u></p> <p>bug spray disinfectant fly swatter mouse trap screen -door -window</p> <p>c. <u>Repairing</u></p> <p>brush (paint) clamp drill file hammer ladder needle plane pliers rule saw screwdriver sewing machine shears soldering iron tool box whetstone workbench wrench</p>	<p>a. <u>Cleaning up</u></p> <p>basket hose outside spigot rake shovel trash can wheelbarrow</p> <p>b. <u>Caring for Living Things</u></p> <p>bird bath bird feeder bird house clippers dog house fertilizer hoe lawn mower power mower spade sprinkler water</p> <p>3c. <u>continued supplies:</u></p> <p>boards electrical tape kerosene nails plaster fence staples putty sandpaper screws thread turpentine varnish glue washers wire</p>

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: COMMUNICATIONS  
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR COMMUNICATIONS

1. Exploring tools we use to send and receive communications
  - a. Looking at and watching communications
  - b. Listening to communications
  - c. Speaking
  - d. Writing and/or reading
2. Exploring tools we use to prepare communications
  - a. Preparing our material and supplies
  - b. Preparing our furniture
  - c. Preparing our instruments
3. Exploring tools we use in cleaning up
  - a. Putting away
    - (1) Putting away tools
    - (2) Putting away messages
  - b. Disposing of communications



Problem: Communications

Scope: Exploring Tools Related to Our Communications

Sample Speaking Vocabulary

- |   |   |  |
|---|---|--|
| 1. Exploring tools we use<br>to send and receive<br>communications  | 2. Exploring tools we use<br>to prepare communica-<br>tions                             | 3. Exploring tools we use<br>in cleaning up  |
| a. <u>Looking at and watching</u><br><u>communications</u><br>chair            ticket<br>sofa            pillow<br>screen          floor<br>television  | a. <u>Preparing our mater-</u><br><u>ial and supplies</u><br>paper<br>pencil<br>crayons | a. <u>Putting away</u><br>(1) Putting away tools<br>shelves<br>storage<br>boxes<br>toy boxes<br>(2) <u>Putting away</u><br><u>Messages</u><br>file<br>folder<br>personal |
| b. <u>Listening to communications</u><br>telephone<br>short wave    mouth piece<br>radio          transistor<br>dials          receiver<br>pews          tables<br>chairs        desks              | b. <u>Preparing our furniture</u>   |  |
| c. <u>Speaking</u><br>voice          mouth<br>telephone<br>loudspeaker<br>public address system   |   | b. <u>Disposing of Com-</u><br><u>munications</u>  |
| d. <u>Writing and/or reading</u><br>books          pencil<br>stationery    pen<br>note paper    ink<br>note book    ballpoint<br>letter        blotter<br>envelope     pages<br>stamp        sheets | c. <u>Preparing our instru-</u><br><u>ments</u>   |  |

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: TRANSPORTATION CARRIERS

Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR TRANSPORTATION CARRIERS

1. Exploring tools we use to transport ourselves
  - a. Going in and out of rooms and buildings
  - b. Going from one level to another
  - c. Crossing streets
2. Exploring tools we use to carry things
  - a. Carrying things in and on parts of our clothes
  - b. Carrying things on our bodies
  - c. Carrying things in hand-carried containers
  - d. Carrying things in and on vehicles
3. Exploring tools we use to care for vehicles at home
  - a. Cleaning and washing family vehicles
  - b. Repairing family vehicles
  - c. Storing family vehicles

Problem: Transportation  
 Scope: Exploring Tools Related to Our Transportation Carriers

Sample Speaking Vocabulary

- |   |  |  |
|---|--|--|
| 1. Exploring tools we use<br>to transport ourselves   | 2. Exploring tools we use<br>to carry things   | 3. Exploring tools we use to<br>care for vehicles at home  |
| a. <u>Going in and out of<br/>buildings</u><br>legs feet<br>shoes sidewalk<br>porches doors<br>street ground<br>garage doors<br>automatic doors | a. <u>Carrying things in and<br/>on parts of our clothes</u><br>pockets<br>arms<br>bags<br>boxes<br>suitcases  | a. <u>Cleaning and washing<br/>family vehicles</u><br>hose vacuum<br>nozzle whisk broom<br>brush polish<br>cloth soap<br>scouring pad<br>window cleaner<br>spray |
| b. <u>Going from one level<br/>to another</u><br>steps elevator<br>escalator automatic<br>moving  | b. <u>Carrying things on our<br/>bodies</u><br>weight<br>wrist watch<br>ring<br>glasses  | b. <u>Repairing family vehicles</u><br>tire paint<br>grease jack<br>lugs hub cap<br>tire pump service station  |
| c. <u>Crossing streets</u><br>corner traffic<br>street light<br>caution lights<br>stop signs  | c. <u>Carrying things in hand<br/>carried containers</u><br>pails paint<br>milk buckets<br>sack basket<br>milk cartons   | c. <u>Storing family vehicles</u><br>garage<br>car port<br>shed<br>"lean to"<br>driveway   |
|   | d. <u>Carrying things in and<br/>on vehicles</u><br>groceries people<br>top carriers boxes<br>cars trunk<br>road street<br>avenue lane<br>boulevard<br>bicycle basket<br>bicycle carrier |  |

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: CLOTHES

Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR CLOTHES

1. Exploring tools we use to dress and undress ourselves
  - a. Undressing self
  - b. Dressing self
2. Exploring tools we use to take care of our clothes
  - a. Hanging up clothes
  - b. Putting clothes in containers
3. Exploring tools we use to get our clothes ready to wear
  - a. Washing
  - b. Ironing
  - c. Mending
  - d. Brushing clothes
  - e. Polishing shoes

Problem: Clothes  
Scope: Exploring Tools Related to Our Clothes

Sample Speaking Vocabulary

1. Exploring tools we use to dress and undress ourselves	2. Exploring tools we use to take care of our clothes	3. Exploring tools we use to get our clothes ready to wear
a. <u>Undressing self</u> clothes to remove jewelry buttons snaps zippers list articles of clothing	a. <u>Hanging up clothes</u> clothes hangers closet rack rod nail clothes hook	a. <u>Washing</u> washing machine detergent soap faucet tub sink clothes line clothes pins drier
b. <u>Dressing self</u> clothes to put on	b. <u>Putting clothes in containers</u> clothes hamper storage box cedar chest plastic bag shoe boxes hat boxes moth balls roach pills spray spray can trunk suitcase foot locker	b. <u>Ironing</u> board iron steam dry spray  c. <u>Mending</u> needle thread pin scissors  d. <u>Brushing clothes</u> clothes brush lint remover spot remover  e. <u>Polishing shoes</u> shoe polish brush container polish rags



DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES  
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR NON-OCCUPATIONAL ACTIVITIES

1. Exploring tools we use to care for living things
  - a. Looking after house plants
  - b. Looking after flower garden
  - c. Housing and feeding pets
  - d. Training pets
2. Exploring tools we use to make things out of materials
  - a. Making pictures
  - b. Making toys
  - c. Making models
  - d. Making collections
3. Exploring tools we use to do things with other people
  - a. Attending meetings
  - b. Playing games
  - c. Going places
4. Exploring tools we use to be entertained
  - a. Looking at books
  - b. Listening to music
  - c. Listening to radio and stories
  - d. Watching people play games
  - e. Watching T.V. and films

Problem: Non-Occupational Activities  
 Scope: Exploring Tools Related to Our Non-occupational Activities

Sample Speaking Vocabulary

1. Exploring tools we use to care for living things	2. Exploring tools we use to make things out of materials	3. Exploring tools we use to do things with other people	4. Exploring tools we use to be entertained
a. <u>Looking after house plants</u> watering can fertilizer peat container vase bowl	a. <u>Making pictures</u> paper magazines color book scissors crayons paste glue water paints finger paints brush	a. <u>Attending meetings</u> seats pews tickets paper cups pop corn	a. <u>Looking at books</u> chair sofa book magazine
b. <u>Looking after flower garden</u> rake hoe sprinkler weeder fertilizer nozzle trowel gloves	b. <u>Making toys</u> boxes brads stapler staples glue cardboard plastic materials	b. <u>Playing games</u> croquet mallet croquet balls bat balls (various types and sizes) score pad pencil	b. <u>Listening to music</u> piano organ musical instruments
c. <u>Housing and feeding pets</u> paper cage dog house basket feeding dishes seeds food fish bowl	c. <u>Making models</u> parts pieces airplanes airplane glue model cars plastic cars	c. <u>Going places</u> car bus picnic basket bathing suit umbrella towel blanket	c. <u>Listening to radio and stories</u>
d. <u>Training pets</u> collar leash dog bones dog candy bells mat cage basket	d. <u>Making collections</u> shells butterflies		d. <u>Watching people play games</u>  e. <u>Watching TV and films</u>

Design for Daily Living

SAMPLE PATTERN \*

Problem: Foods

Core: Two

Scope: Exploring Tools Related to Our Daily Foods

CONTENT CHARTS

Center of Interest: Exploring Tools We Use to Drink and Eat Our Foods

Focus of Day's discussion: Tools We Use for Feeding Ourselves

Tools for Feeding Ourselves

We use our hands to eat some foods.  
We use spoons and forks to eat other foods.  
Plates and bowls hold many foods we eat.  
Cups and glasses hold foods we drink.  
We use knives to spread things on bread.  
Knives are tools for cutting some foods.  
We use napkins to wipe our mouths.

Center of Interest: Exploring Tools We Use to Clean Up

Focus of Day's Discussion: Tools We Use for Doing Dishes

Tools for Doing Dishes

A dish pan is used to hold dirty dishes.  
Some people use a sink for a dish pan.  
A dish cloth is used to wash dishes clean.  
Some people use a sponge to wash dishes clean.  
Hot soapy water is used to wash dirty dishes.  
Hot water is used to rinse dishes, too.  
A dish towel is used to wipe dishes dry.

Center of Interest: Exploring Tools We Use to Prepare Our Foods

Focus of Day's Discussion: Tools We Use for Baking Foods

Tools for Baking Foods

Some foods are baked before we eat them.  
Ovens in stoves are used to bake foods.  
Some foods are put in pans to bake.  
Racks inside ovens hold the pans to bake.  
The heat in a hot oven bakes food.  
Closed oven doors keep heat in hot ovens.  
Holders are used to take out hot pans.

\*To be developed through oral language experiences for each Center of Interest.

D E S I G N   F O R   D A I L Y   L I V I N G

C O R E   I I I

DESIGN FOR DAILY LIVING: Curriculum Development for Children and  
Youth with Intellectual Disabilities

PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Primary Class

Core III: DAILY ACTIVITIES WITH FAMILY AND CLASSMATES

Class Dimensions

I.Q.	56 to 80
C.A.	8-0 to 9-6
M.A.	4-6 to 7-7
I.G.P.	K to 2.6

Individual inventory of cumulative concepts, vocabulary and skills acquired through pupils experiences in daily living and—as needed—review of previous content related to problem

Recognition of names of kinds of common items related to the persisting problem (see Figures 4-II, Developmental Organization of Content, Primary Range.)

Classification by kind of common items related to the persisting problem

Discrimination of likenesses and differences among daily activities related to the persisting problem within the pupils' experiences

Recognition of names of daily activities related to the persisting problem

Association of kinds of common items with daily activities related to problem

Generalization from kinds of common items to persisting problem

Generalization from daily activities to persisting problem

Perception of sequence of tasks in daily activities related to the problem

Perception through sensory-motor experiences of common tasks encountered in daily activities related to the problem within pupils' experiences

Discrimination of likenesses and differences among common tasks in daily activities related to the problem through sensory-motor experiences with common items and related tools

Recognition of names of common tasks related to the daily activities

Association of common tasks in daily activities related to the problem with common items and related tools

Association of common tasks in daily activities related to the problem with their names

Generalization from common tasks to persisting problem



## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: PEOPLE

Core III: Daily Living With Family and Classmates

Scope: RELATIONSHIPS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of relationships
  - a. Family relationship
  - b. School relationship
  - c. Social relationship
  - d. National relationship
2. Daily situations related to peoples
  - a. Time to ourselves
  - b. Time for our families
  - c. Time with friends in school
3. Workers and tasks
  - a. Getting to know people
  - b. Getting along with people
4. Conduct in situations
  - a. Personal conduct
    - (1) Skills in relating to people
    - (2) Mental Health
  - b. Social conduct
    - (1) Cooperation
    - (2) Consideration

Problem: People  
 Scope: Daily Living with Family and Classmates

Sample Speaking Vocabulary

Kinds of Relation- ship	Daily Situations Related to People	Workers and Tasks	Conduct in Situa- tions
family	work	meeting	politeness
mother	play	greeting	courtesy
father	rest	attitude	kindness
sister	leisure time	feelings	compliment
brother	dinner time		friendliness
grandmother	study		cooperation
grandfather	bed time		consideration
aunt			respect
uncle			
cousin			
friend			
classmate			
"buddy"			
acquaintance			
enemy			
like			
love			
dislike			
hate			
self			
child			
pupil			
student			
teacher			
half-brother			
half-sister			
step-parent			

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: BODY CARES

Core III: Daily Living with Family and Classmates

Scope BODY CARES IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of Body Cares
  - a. Health Practices
  - b. Safety Practices
  - c. Grooming
  - d. First Aid
  - e. Medical Care
2. Situations Related to Daily Body Cares
  - a. Our Daily Health Routines
  - b. Our Daily Safety Routines
  - c. Our Daily Grooming Routines
  - d. Our Medical Routines
3. Workers and Tasks in Daily Body Cares at Home
  - a. Keeping Our Bodies Healthy
  - b. Protecting Our Bodies
  - c. Making Our Bodies Attractive
  - d. Visiting Doctors and Dentists
4. Conduct in Situations with Daily Body Cares
  - a. Personal Conduct
    - (1) Skills in Daily Body Cares
    - (2) Physical Fitness
  - b. Social Conduct
    - (1) Cooperation
    - (2) Consideration

Problem: Body Cares  
 Scope: Body Cares in Daily Living with Family and Classmates

Sample Speaking Vocabulary

1. Kinds of Body Cares	2. Situations related to daily body cares	3. Workers and tasks in daily body cares at home	4. Conduct in situations with daily body cares
a. <u>Health Practices</u> precaution rest exercies	a. <u>Our daily health routines</u> washing hands bathing elimination brushing teeth sharing tooth-paste paper towels meal time	a. <u>Keeping our body healthy</u>	a. <u>Personal conduct</u> (1) Skills in DBC (2) Preparing self for something new (going to the dentist, etc.) (3) Physical fitness
b. <u>Safety practices</u> rules follow laws	b. <u>Our daily safety routines</u> school crossings street crossings obeying signs stop look each way getting on and off school bus standing in lines fire drills	b. <u>Protecting our bodies</u> policemen patrol boys cafeteria helpers	
c. <u>Grooming cleanliness</u>	c. <u>Our daily grooming routines</u> brushing teeth combing hair brushing hair cleaning finger nails	c. <u>Making our bodies attractive</u> beauticians barbers	b. <u>Social conduct</u> (1) cooperation taking turns (2) consideration don't pick nose use handkerchief blow nose
d. <u>First Aid</u> bandages help survive	d. <u>Our medical routines</u> taking vitamins check-up	d. <u>Visiting doctors and dentists</u> making appointment keeping appointment taking shots receptionist nurse doctor dentist prescribing	
e. <u>Medical care</u> medicine thermometer temperature appointment clinic office medical dental			

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem : FOODS

Core III: Daily Living with Family and Classmates

Scope: FOODS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of food
  - a. Foods from plants
    - (1) Fruits
    - (2) Vegetables
    - (3) Grain Products
    - (4) Seasonings
      - a. Salt, being an exception, will need to be discussed as a mineral found in land and water.
  - b. Foods from animal
    - (1) Milk products
    - (2) Other animal foods
      - a. Eggs
      - b. Poultry
      - c. Meat
      - d. fish
2. Situations related to daily foods
  - a. Morning meal
  - b. Noon meal
  - c. Evening meal
  - d. Between meals
  - e. Special events
3. Workers and tasks with daily foods
  - a. Planning and shopping
  - b. Preparing meals
  - c. Serving and eating
  - d. Clearing up
4. Conduct in daily situations related to foods
  - a. Personal conduct
    - (1) Eating skills
    - (2) Diet
  - b. Social conduct
    - (1) Cooperation with others
    - (2) Consideration

Problem: Foods  
Scope: Foods in Daily Living with Family and Classmates

Sample Speaking Vocabulary

Kinds of Food	Situations Related To Daily Foods	Workers, Tasks With Daily Foods	Conduct in Daily Situations Related To Foods
fruit	breakfast	shop	eating skills
citrus	lunch	plan	manners
vegetables	supper	prepare	balanced diet
grain	dinner	cook	cooperation
seasoning	snack	baker	consideration
salt	banquet	set table	cleanliness
meats	covered dishes	wash dishes	
dairy products		empty trash	
dessert		disposal	
		broil	
		bake	
		fry	
		slice	
		refrigerate	
		wash	



Design for Daily Living

Problem: Foods

Core: Three

Scope: Foods in Daily Living with Family and Classmates

Center of Interest : Conduct in Daily Situations Related to Foods

EXAMPLES OF CONCEPTS TO BE DEVELOPED

A. Personal conduct

1. Eating skills

- a. Accepting container of food
- b. Handling a glass
- c. Breaking large pieces
- d. Handling spoon and fork
- e. Taking small bites
- f. Chewing with mouth closed
- g. Chewing food well
- h. Passing container of food
- i. Spreading with a knife

2. Diet

- a. Over-eating
- b. Under-eating
- c. Eating some of each kind of food daily
- d. Eating too many sweets
- e. Washing down foods

B. Social Conduct

1. Cooperation with others

- a. Being on time to eat / coming when called
- b. Doing assigned tasks promptly and efficiently
- c. Helping with unassigned or unanticipated work where one can
- d. Limiting helpings to reasonable share of food
- e. Passing food when asked
- f. Selecting time, topics, and responses in terms of conversation as part of group

2. Consideration of others

- a. Coming clean and groomed appropriately for eating situation
- b. Helping to seat females
- c. Saying grace
- d. Waiting for hostess before starting to eat
- e. Serving guests, elders, and females before self
- f. Saying "please" when asking for food
- g. Saying "thank you" when receiving food
- h. Trying new foods
- i. Handling dislike of specific food without drawing attention to self
- j. Selecting proper tools to use
- k. Handling tools appropriately
- l. Biting, chewing, sipping foods quietly
- m. Emptying mouth before talking
- n. Thanking person who prepared food
- o. Asking to be excused when leaving eating situation

Design for Daily Living

SAMPLE PATTEFN\*

Problem: Foods

Core: Three

Scope: Foods in Daily Living with Family and Classmates

CONTENT CHARTS

Center of Interest: Kinds of Foods

Kinds of Foods We Eat

There are many kinds of foods.  
Some foods we eat come from plants.  
Fruits and vegetables are plant foods.  
Cereals and other grain products come from plants, too.  
Some foods we eat come from animals.  
Milk and milk products come from animals.  
There are other kinds of animal foods.  
Eggs, poultry, meat, and fish are animal foods.

Center of Interest: Kinds of Foods

Focus of Day's Discussion: Kinds of Fruits

Kinds of Fruits We Eat

We eat many kinds of fruits.  
Melons and nuts are two kinds of fruits.  
Citrus fruits are another kind.  
Oranges and lemons are citrus fruits.  
Grapefruits and pineapples are citrus fruits, too.  
Another kind of fruit is berries.  
Strawberries and currants are berries.  
Grapes and bananas are other berries we eat, too.

Center of Interest: Conduct in Situations with Foods

Focus of Day's Discussion: Social Conduct--Cooperation with Others

Cooperating at Meal Time

The persons in a family cooperate when they eat together.  
Each one comes when he is called.  
Every one does his own job on time.  
Each one helps with any other jobs he can do.  
The family shares the food on the table.  
When anyone is asked to pass food, he does.  
While the family eats, each person tells about his day.  
The others listen and ask questions.

\*To be developed through oral language experiences for each Center of Interest.

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: SHELTERS AND NATURAL ENVIRONMENT  
Core III: Daily Living with Family and Classmates

Scope: OUR CLASSROOM, OUR HOMES, AND THEIR SURROUNDINGS  
IN DAILY LIVING WITH CLASSMATES AND FAMILY

1. Daily activities related to our classroom and its surroundings
  - a. Arranging and decorating our classroom
  - b. Keeping our classroom in order
  - c. Adjusting to daily changes
  - d. Caring for living things
  - e. Cleaning
2. Our homes and their surroundings
  - a. Kinds of homes
  - b. Kinds of materials used to build our homes
  - c. Ways homes are alike and different
  - d. Descriptions of our homes
  - e. Locations of our homes
3. Situations in our homes and their surroundings
  - a. Kinds and uses of rooms and other space
  - b. Kinds and uses of furnishings
  - c. Kinds and uses of furniture: location by function of room or other space
  - d. Kinds and uses of fixtures and appliances
4. Daily activities related to our homes and their surroundings
  - a. Maintaining orderly appearance
  - b. Adjusting to daily changes in our surroundings
  - c. Cleaning
  - d. Making repairs
  - e. Adjusting to seasonal changes in our surroundings
5. Conduct in situations related to our homes and their surroundings
  - a. Personal conduct
    - (1) Skills in doing classroom and household chores
    - (2) Responsibility for property
  - b. Social Conduct
    - (1) Cooperation with others
    - (2) Consideration of others

Problem: Shelters and Natural Environment  
 Scope: Our Classroom, our Homes, and their Surroundings in Daily Living with Classmates and Family

### Sample Speaking Vocabulary

- |  |   |  |
|--|---|--|
| <p>1. Daily activities related to our classroom and its surroundings</p> <p>a. <u>Arranging and decorating our classrooms</u><br/>         bulletin boards<br/>         seasons windows<br/>         light air<br/>         color space<br/>         flowers bright<br/>         pictures posters<br/>         music center<br/>         reading center<br/>         game center</p> <p>b. <u>Keeping our classroom in order</u><br/>         waste paper - waste basket<br/>         arranging desks<br/>         sweeping dusting<br/>         washing black boards<br/>         dusting erasers</p> <p>c. <u>Adjusting to daily changes</u><br/>         chairs, tables, desks, rearranged<br/>         equipment moved<br/>         desk out of place<br/>         visitors<br/>         daily news changes<br/>         date changes</p> <p>d. <u>Caring for living things</u><br/>         feeding fish<br/>         watering plants<br/>         feeding-watering hamster<br/>         changing and cleaning cages<br/>         changing water</p> <p>e. <u>Cleaning</u><br/>         washing windows<br/>         painting</p> | <p>2. Our homes and their surroundings</p> <p>a. <u>Kinds of homes</u><br/>         apartments duplex<br/>         one story two story<br/>         tri-level split level<br/>         single family<br/>         mobile home</p> <p>b. <u>Kinds of materials used to build our homes</u><br/>         shingles brick<br/>         block tar paper<br/>         steel cement<br/>         frame house</p> <p>c. <u>Ways homes are alike and different</u><br/>         large small<br/>         project look alike<br/>         attractive lawns<br/>         weeds junk<br/>         apartment house<br/>         color materials<br/>         car port garage<br/>         large lot small lot<br/>         city country</p> <p>d. <u>Description of our homes</u><br/>         number of rooms<br/>         number of baths<br/>         red brick<br/>         white paint</p> <p>e. <u>Locations of our homes</u><br/>         county city<br/>         suburb rural<br/>         hill near water<br/>         section of city or county</p> | <p>3. Situations in our homes and their surroundings</p> <p>a. <u>Kinds and uses of rooms and their surroundings</u><br/>         kitchen-eating-cooking<br/>         dining room-eating<br/>         living room - bed room<br/>         family room laundry rm.<br/>         bath-pantry-closet-<br/>         walk-in closet patio<br/>         garage - car port</p> <p>b. <u>Kinds and uses of furnishings</u><br/>         rugs-draperies-pictures<br/>         curtains-carpet-linens<br/>         bed linen-table linen<br/>         lamps</p> <p>c. <u>Kind and uses of furniture</u><br/>         chair table<br/>         bed cabinet<br/>         sofa piano<br/>         piano bench coffee table<br/>         night table end table<br/>         dresser cedar chest<br/>         desk card table<br/>         hi-fi - radio - TV</p> <p>d. <u>Location by function of room or other space</u><br/>         kitchen table - chairs<br/>         dining room table-chairs<br/>         living room sofa-end table</p> <p>e. <u>Kinds and uses of fixtures and appliances</u><br/>         toaster toast bread<br/>         mix master - mixes food-cake<br/>         vacuum - sweets - dusts<br/>         blender iron</p> |
|--|---|--|

Problem: Shelters and Natural Environment  
Core III

Sample Speaking Vocabulary (continued)

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4. Daily Activities Related to Our Homes and their Surroundings

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a. Maintaining Orderly Appearance

straighten      attractive      organized      washing clothes

pick-up      livable      bedmaking      vacuuming

mowing lawn      weeding      dishes

b. Adjusting to Daily Changes in our Surroundings

c. Cleaning

d. Making repairs

e. Adjusting to seasonal changes in our surroundings

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5. Conduct in Situations Related to Home and their Surroundings

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a. Personal Conduct

(1) skills in doing classroom and household chores

willingly

sharing duties

taking turns

working quietly

(2) Responsibility for property

b. Social Conduct

(1) Cooperation of others

(2) Consideration of others



### Core III

Scope: Our classroom, our homes and their surroundings in daily living with classmates and family

#### Sample Speaking Vocabulary

1. Daily Activities related to our classroom and its surroundings	2. Our Homes and their Surroundings	3. Situations in Home and Surroundings	4. Daily Activities with Homes and Surroundings
a. <u>Arranging and Decorating</u> desks-tables chairs-picture flower pots, planters, vases books reading corner boards bulletin blackboard	a. <u>Kinds of houses</u> apartment duplex mobile single one story two story downstairs upstairs first floor second floor many stories	a. <u>Uses of space</u> doing laundry eating grooming growing things making repairs playing preparing food relaxing sleeping storing things	a. <u>Orderly appearance</u> emptying picking up putting away straightening
b. <u>Keeping our classroom neat</u> clean-orderly cigar box cote tray waste paper chalk dust straighten pick up	b. <u>Bldg. materials</u> aluminum glass-wood cement block	b. <u>Furnishings</u> to cover to decorate	b. <u>Daily changes</u> closing-opening regulating turning off-on
c. <u>Adjusting to daily changes</u> guests fire drill changing seats reading groups rest period announcements music interruptions	c. <u>Alike-different</u> colors, sizes materials kinds appearance outside surroundings well-kept age; new-old	c. <u>Furniture</u> to hold people to hold things	c. <u>Cleaning</u> dusting mopping dry-wet polishing scrubbing shaking sponging off sweeping vacuuming washing (not clothes) waxing wiping up
d. <u>Caring for living things</u> plants flowers plant food water-soil pets daily food	d. <u>Description</u> same terms as under #2	d. <u>Fixtures and Appliances to provide:</u> heat light power sound water	d. <u>Repairing</u> fixing mending patching
e. <u>Cleaning duties</u> mopping sweeping	e. <u>Location</u> house number street name east-west north-south name of street name of city		e. <u>Seasonal changes</u> covering feeding mowing putting on taking off raking shoveling spraying trimming watering



DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: COMMUNICATIONS

Core III: Daily Living with Family and Classmates

Scope: COMMUNICATIONS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of communications
  - a. Motor behaviors
    - (1) Gestures
    - (2) Facial expressions
  - b. Sensory behaviors
    - (1) Sights
    - (2) Sounds
  - c. Symbol behaviors
    - (1) Spoken language
    - (2) Written language
2. Situations related to daily communications
  - a. Face-to-face conversations
  - b. Telephone calls
  - c. Broadcasts
  - d. Mail and newspaper deliveries
3. Workers and Tasks with daily communications
  - a. Conveying and obtaining communications
  - b. Preparing for communications
  - c. Storing and disposing of communication
  - d. Selecting sources of information
4. Conduct in daily situations related to communications
  - a. Personal conduct
    - (1) Communication skills
    - (2) Information
  - b. Social conduct
    - (1) Consideration of others
    - (2) Cooperation with others

Problem: Communications  
 Scope: Communications in Daily Living with Family and Classmates

Sample Speaking Vocabulary

1. Kinds of communications	2. Situations related to daily communications	3. Workers and tasks with daily communications	4. Conduct in daily situations related to communications
a. <u>Motor behaviors</u> waving facial contortion gesture smiling frowning shaking head stomping foot wink wrinkle nose throw a kiss	a. <u>Face-to-face conversation</u> conversation direct explain relate share tell introduce farewell reply inform	a. <u>Conveying and obtaining communications</u> message correct reading greetings farewells giving directions asking for directions listening	a. <u>Personal conduct</u> speaking carefully correct grammar loud enough to be heard look at person be a good listener keep a secret
b. <u>Sensory behaviors</u> color pictures television radio	b. <u>Telephone calls</u> telephone book finding a number dial place a call busy signal answer take a message long distance call dial tone information operator	b. <u>Preparing for communications</u> pencil notebook paper desk table stationery envelope telegram practice rehearse	b. <u>Social conduct</u> speak one at a time speak when spoken to let others share in conversation keep voices modulated
c. <u>Symbol behaviors</u> verbal oral conversation talk speech lecture sermon message receive books magazine newspaper memorandum letter telegram	c. <u>Broadcasts</u> receive program tune	c. <u>Storing and disposing</u> desk drawer cigar boxes shelves book case waste basket book rack book ends magazine rack paper drives cupboards	
	d. <u>Mail and newspaper deliveries</u> postman paper boy letters to be sent air mail collect subscription daily weekly monthly special delivery registered mail	d. <u>Selecting sources of information</u> books television radio school author commentator reporter newspaper publisher	

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern for Development

Problem: TRANSPORTATION

Core III: Daily Living with Family and Classmates

Scope: TRANSPORTATION CARRIERS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of transportation
  - a. Land Carriers
    - (1) In Buildings
    - (2) On Sidewalks
    - (3) On Streets and Roads
    - (4) On Tracks and Rails
  - b. Water Carriers
    - (1) On and In Water
    - (2) Underwater
  - c. Sky Carriers
    - (1) In Air
    - (2) In Space
2. Daily Transportation Situations
  - a. Going or Carrying Things to Places within Home and Yard
  - b. Going or Carrying Things to and from School
  - c. Going or Carrying Things to Places within School Buildings and Grounds
  - d. Going or Carrying Things with Parents to and from Other Places
3. Workers and Tasks with and as Daily Transportation Carriers
  - a. Transporting Ourselves
  - b. Carrying Things
  - c. Caring for Vehicles at Home
  - d. Getting to and from School by School Bus
4. Conduct in Daily Transportation Situations
  - a. Personal Conduct
    - (1) Skills in Transportation
      - (a) Walking
      - (b) Carrying Things
      - (c) Riding as a Passenger
    - (2) Lawful Practices
    - (3) Other Safe Practices
  - b. Social Conduct
    - (1) Cooperation with Others
    - (2) Consideration of Others

Problem: Transportation  
 Scope: Transportation Carriers in Daily Living with Family and Classmates

Sample Speaking Vocabulary

1. Kinds of transportation	2. Daily Transportation situations	3. Workers and tasks with and as daily transportation carriers	4. Conduct in daily transportation situations
a. <u>Land carriers</u> (1) in buildings elevator escalator stairway (2) on sidewalks bicycle wagons walking (3) on streets and roads freight passenger tank trucks caboose engine deisel flatcars  b. <u>Water carriers</u> (1) on and in water boats surfboard tug boats floats (2) underwater submarines  c. <u>Sky carriers</u> (1) in air airplane jet airport runways (2) in space rockets missles launch launching pads	a. <u>Going or carrying things to places within homes and yard</u> carrying trash carrying garbage wheel barrow leaf rake delivering containers  b. <u>Going or carrying to and from school buildings and grounds</u> lunch box thermos cigar boxes bicycle school bus  c. <u>Going or carrying things to places within school buildings and grounds</u> mess bags notes walking	a. <u>Transporting ourselves</u> walking bicycle skates  b. <u>Carrying things</u> boxes bags baskets arms  c. <u>Caring for vehicles at home</u> washing car cleaning bike oiling bike sweeping car  d. <u>Getting to and from school by bus</u> walking to bus stop walking facing traffic getting on bus getting off bus making turn in line	a. <u>Personal conduct</u> walking slowly walking on designated walks, paths or routes school lunch school books carrying notes and bulletins home riding quietly sitting in one place thanking driver getting into car on correct side opening door on curb side hands on door handles when closing doors noticing where other hands are  b. <u>Social conduct</u> walking in line conversing quietly taking turn
	d. <u>Going or carrying things to places from other places</u> family car trailer U-haul-it bicycle basket bicycle carrier grocery cart boat trailer		

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: CLOTHES

Core III: Daily Living with Family and Classmates

Scope: CLOTHES IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of clothes
  - a. Outer clothes
  - b. Underclothes
  - c. Head and neck wear
  - d. Foot and leg wear
  - e. Hand and arm wear
  - f. Waist wear
2. Situations related to daily clothes
  - a. Clothes for daily activities
    - (1) Attending school
    - (2) Working
    - (3) Playing
    - (4) Sleeping
  - b. Clothes for special occasions
  - c. Clothes and daily environment
    - (1) Weather
    - (2) Seasons
3. Workers and tasks with daily clothes
  - a. Dressing and undressing
  - b. Taking care of our clothes
  - c. Getting our clothes ready to wear
  - d. Planning and choosing what clothes to wear
4. Conduct in daily situations related to clothes
  - a. Personal conduct
    - (1) Dressing and undressing skills
    - (2) Personal health and clothes
  - b. Social conduct
    - (1) Cooperation with others
    - (2) Consideration of others



Problem: Clothes  
 Scope: Clothes in Daily Living with Family and Classmates

Sample Speaking Vocabulary

(See General Clothes Vocabulary)

1. Kinds of clothes	2. Situations related to daily clothes	3. Workers and tasks with daily clothes	4. Conduct in daily situations related to clothes
a. <u>Outer clothes</u>	a. <u>Clothes for daily activities</u> (1) Attending school school clothes skirts socks blouses shoes slacks shirt dresses sneakers	a. <u>Dressing and undressing</u>	a. <u>Personal conduct</u> (1) Dressing and undressing skills
b. <u>Under clothes</u>	(2) Working old clothes blue jeans (3) Playing pedal pushers shorts bermudas slim-jims (4) Sleeping pajamas nightie night gown night "P.J.'s"	b. <u>Taking care of our clothes</u>	(2) Personal health and clothes
c. <u>Head and neck wear</u>		c. <u>Getting our clothes ready to wear</u>	b. <u>Social conduct</u> (1) Cooperation with others
d. <u>Hand and arm</u>	b. Clothes for special occasions hat party tie Easter Sunday clothes		(2) Consideration of others
e. <u>Foot and leg</u>	c. <u>Clothes and daily environment</u> (1) weather accessories: Protection umbrella boots rain coat rain hood plastic scarf	d. <u>Planning and choosing what clothes to wear</u>	
f. <u>Waist wear</u>	(2) Seasons winter coat "parka" jacket		



## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES  
Core III: Daily Living with Family and Classmates  
Scope: NON-OCCUPATIONAL ACTIVITIES IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of non-occupational activities in our daily living with family and classmates
  - a. Watching and actively participating in classroom
  - b. Participating in family leisure
  - c. Attending commercial events as spectator with family or classmates
  - d. Attending church and other meetings with family
2. Situations related to daily leisure activities
  - a. Games and hobbies at school
  - b. Games and hobbies at home
  - c. Quiet activities
  - d. Picnics and other outings
  - e. Going to the movies
  - f. Going to church
3. Workers and Tasks with daily leisure activities
  - a. Planning and purchasing
  - b. Directing and leading
  - c. Preparing and setting up equipment
4. Conduct in situations related to our family and classmates
  - a. Personal
    - (1) Skills in participating at school and at home
    - (2) Responsibility and care for property and equipment
  - b. Social
    - (1) Cooperation with others
    - (2) Consideration of others

Problem: Non-occupational Activities  
 Scope: Non-occupational Activities in Daily Living with Family and Classmates

Sample Speaking Vocabulary

1. Kinds of Non-Occupational Activities in Daily Living with Family and classmates	2. Situations related to daily leisure activities	3. Workers and tasks with daily leisure activities	4. Conduct in situations related to family and classmates
a. <u>Classroom activity</u> active games quiet games out door games classroom play movies pets b. <u>Family leisure</u> games outings weekend trips vacations picnics swimming hobbies fishing boating c. <u>Commercial events</u> baseball football movies "Putt-Putt" wrestling matches d. <u>Public meetings</u> church community events	a. <u>Games and hobbies at school</u> taking turns choosing sides being the leader b. <u>Games and hobbies at home</u> c. <u>Quiet activities</u> d. <u>Picnics and other outings</u> preparation planning recreation camping e. <u>Going to movies</u> money ticket stub change refreshments f. <u>Going to church</u>	a. <u>Planning and purchasing</u> b. <u>Directing and leading</u> city recreation county recreation c. <u>Selling tickets admission</u> d. <u>Preparing and setting up equipment</u>	a. <u>Personal</u> (1) skills in participating at school and at home (2) Responsibilities and care for property and equipment b. <u>Social</u> (1) Cooperation with others (2) Consideration of others

# SUPPLEMENTARY LIST

## COMMON ITEMS BY KIND AND BY SELECTED RELATED CONDITIONS

<u>SEX</u>	<u>AGE</u>	<u>FAMILY RELATION- SHIPS:</u>	<u>BY MARRIAGE:</u>
<u>Females</u> herself she-her-hers	<u>Females</u> girl-s lady-ies Miss	<u>Females</u> aunt-s daughter-s grandma grandmother-s	<u>Females</u> bride daughter-in-law mother-in-law Mrs.
<u>Males</u> he-him-his himself	woman-women <u>Males</u> boy-s	ma mama mom	sister-in-law wife-wives
<u>Common to both</u> self-selves I-me-mine-my ourselves	fellow-s gentleman-men man-men	mother-s nieces sister-s	<u>Males</u> brother-in-law father-in-law groom
we-our-ours-us <u>Other people</u> anybody anyone everybody everyone folks individual-s nobody no one person-s somebody someone	<u>Common to both</u> adolescent-s adult-s baby-ies child-ren grown-up-s infant-s kid-s old-timer-s teen-ager-s youngster-s	<u>Males</u> brother-s dad-s daddy-ies father-s grandfather-s grandpa nephew-s pa papa son-s uncle-s	husband-s son-in-law  <u>Common to both</u> in-laws married couple mate-s spouse
themselves they-their- theirs-them who-whom-whose you-your-yours yourself-selves	<u>OTHER FAMILY RELATIONSHIPS:</u> <u>Females</u> adopted daugh- ter-s foster daugh- ter-s foster sister-s widow-s  <u>Males</u> adopted son-s foster brother-s foster father-s foster son-s widower-s  <u>Common to both</u> adopted children foster child-ren foster parent-s guardian-s orphan-s	<u>Common to both</u> ancestor-s cousin-s descendant-s family-ies fore-bearer-s grand-child grand-child-ren grandparents great-grandparent-s great-great- grandparent-s parent-s off-spring relative-s	<u>BY REMARRIAGE:</u>  <u>Females</u> half-sister stepdaughter stepmother  <u>Males</u> half brother stepfather stepson  <u>Common to both</u> stepparent-s

DESIGN FOR DAILY LIVING

INTERMEDIATE RANGE

CORES IV - VI

DESIGN FOR DAILY LIVING: Curriculum Development for Children and  
Youth with Intellectual Disabilities

PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Intermediate Class

Core IV: SERVICES AND SALES IN NEIGHBORHOOD AND SCHOOL

Class Dimensions

I.Q.	56 to 80
C.A.	9-0 to 10-6
M.A.	5-0 to 8-4
I.G.P.	0.0 to 3.3

Individual inventory of cumulative concepts, vocabulary and skills;  
and--as needed--review of previous content related to problem

Perception through sensory-motor experiences of tasks and sequence  
of tasks in situations involving services and sales related to the  
persisting problem within pupils' experiences

Discrimination of likenesses and differences in situations involving  
services and sales through sensory-motor experiences with tasks and  
related tools

Recognition, and classification by kind, of situations involving  
services and sales related to the persisting problem.

Association of common tasks in familiar situations, related to the  
persisting problem, with persons performing the tasks

Association of these workers' responsibilities with their capabilities

Perception of conduct in performance of tasks

Discrimination of likenesses and differences between conducts in  
performance of tasks

Recognition of conduct appropriate to performances of tasks

Association of appropriate conduct with personal achievement and  
social acceptance

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: People

Core-IV: Sales and Services in the Neighborhood and at School

Scope : SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL  
RELATED TO PEOPLE

1. Sales related to people who work in the neighborhood
  - a. Neighborhood sales
    - (1) Kinds of Sales
      - (a) Grocery store
      - (b) Drug store
      - (c) Clothing store
      - (d) Department store
      - (e) Hardware store
      - (f) Furniture and appliance store
      - (g) Repair shops
      - (h) Gift shops
      - (i) Photography shops
    - (2) Consumer roles
      - (a) Locating, selecting, ordering, and accepting the sales
      - (b) Conduct in making the purchase
2. Services related to people who work in the neighborhood
  - a. Neighborhood services
    - (1) Kinds of Services
      - (a) Medical and dental
      - (b) Laundry and cleaning
      - (c) Sanitation
      - (d) Protection
      - (e) Transportation
      - (f) Communication
      - (g) Ministerial services
      - (h) Recreation
      - (i) Construction
      - (j) Welfare
      - (k) Grooming
      - (l) Utilities
      - (m) Financial
      - (n) Insurance
      - (o) Government agencies
      - (p) Florist
    - (2) Consumer roles (locating..; Conduct..)



3. Sales related to people who work in the school

a. School sales

(1) Kinds of sales

- (a) Cafeteria
- (b) Vending machines
- (c) School supplies
- (d) Entertainment

(2) Consumer roles (locating...; Conduct...)

4. Services related to people who work in the school

a. School services

(1) Kinds of services

- (a) Administrative
- (b) Teaching
- (c) Secretarial
- (d) Custodial
- (e) Patrol boy services
- (f) Bus services
- (g) P.T.A. and Dad's Clubs
- (h) Cafeteria services

(2) Consumer roles (locating...; Conduct...)

PROBLEM: People  
 SCOPE : Sales and Services in Neighborhood and at School Related to People.

SAMPLE SPEAKING VOCABULARY

1. People in Sales in the neighborhood	2. People who provide services in neighborhood	3. People in Sales in School	4. People who provide services in school
managers grocers cashiers stock-boy butcher baker clerks employer bag-boys sales ladies salesmen repairmen deliverymen truck drivers druggists pharmacists expenditure salary wage tax consideration cooperation bills checks cash planning expenditures managing payments self-control discipline safety practices rules - laws appreciation responsibility	doctor nurse receptionist specialist secretary dentist physician dietitian practical nurse nurses' aid case worker clinic surgeon ambulance drivers laundress tailor seamstress garbage collector street cleaner minister priest rabbi policeman fireman elevator operator bus- cab- driver pilots barbers repairman engineers paper boy telephone operator printers announcer ticket taker conductor coaches ball players professional non-professional amateur entertainers zoo keeper	manager waitresses maids cooks owner collector serviceman officers chairmen carnival food vending machines (2) con't nun machine operators contractors carpenters plumbers electricians bricklayers painters beauticians bankers insurance agents military personnel mayor waiters waitress cooks host hostess postman meter readers messengers postal clerk truck drivers stewardess	school clinic school nurse secretary principal teachers custodians maids patrol boys visiting teachers librarians substitute teachers

Problem: People

Scope : Sales and Services in the Neighborhood and At School

SUGGESTED ACTIVITIES..

RELATED SKILLS

MATERIALS

Language

Arithmetic

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: BODY CARES

Core IV: Sales and Services in the Neighborhood and at School

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL  
RELATED TO BODY CARES AND SUPPLIES

1. Sales and services as related to first-aid and medical services in the neighborhood and at school
  - a. Medical and hospital services
    - (1) Kinds of services
      - (a) Medical care
      - (b) Dental care
      - (c) Optical care
      - (d) Nursing care
      - (e) Laboratory services
      - (f) Hospital and practical home nursing
      - (g) Convalescent and nursing home care
      - (h) School clinic services
    - (2) Worker - Tasks - Conduct
    - (3) Consumer roles
      - (a) Locating, selecting, ordering, and accepting the services
      - (b) Conduct involved in the use of the services
2. Sales and services as related to health and sanitation in the neighborhood and at school
  - a. Health and sanitation department services
    - (1) Kinds of services
      - (a) Welfare and medical services
      - (b) Chest X-Ray
      - (c) Food and water inspection
      - (d) Refuse collection
      - (e) Street cleaning
      - (f) Pest control
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Commercial services
    - (1) Kinds of services
      - (a) Pest control
      - (b) Ambulance
      - (c) Drug supply
      - (d) Septic tank
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating...; Conduct...)

3. Sales and services as related to physical fitness and grooming services in the neighborhood and at school
  - a. Beauty shop and barber shop services
    - (1) Kinds of services
      - (a) Hair grooming services
      - (b) Facial services
      - (c) Manicuring services
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - b. Physical fitness center services
    - (1) Kinds of Services
      - (a) Public recreation centers
      - (b) Private recreation centers
      - (c) Commerical recreational centers
    - (2) Workers-Tasks-Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - c. Commercial services
    - (1) Kinds of Services
      - (a) Grooming supply
      - (b) Athletic supply
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating..; Conduct..)
4. Sales and services as related to safety in the neighborhood and at school
  - a. Fire Department services
    - (1) Kinds of Services
      - (a) Fire prevention and fire fighting
      - (b) Emergency
      - (c) School fire drills
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating .; Conduct..)
  - b. Police Department services
    - (1) Kinds of services
      - (a) Traffic control
      - (b) Emergency
      - (c) Personal and property protection
      - (d) School patrol boy services
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

Problem: Body Cares

Scope : Sales and Services in Neighborhood and at School Related  
to Body Cares and Supplies

Sample Speaking Vocabulary

Related to First Aid and Medical Services	Related to Health and Sanitation	Related to Physical Fitness & Grooming	Related to Safety
optical eye orthopedic out-patient clinic blood bank laboratory medicine drugs pills capsules shots hospital equipment pharmacy nursing home school clinic prescription illness dietition orderly nurses' aid nurse receptionist dentist assistant physicians specialist orthodontist optometrist pharmacist school nurse intern managing payment personal behavior social conduct	mobile units chest X-ray vaccination immunization water pollution street cleaning pest control food inspection public facilities garbage rubbish ambulance septic tank medical supplies disinfectants engineers garbage collectors inspectors street cleaners drivers lawful practices rules laws	weights reduce exercise relax recreation barber shop beauty shop YMCA YMCA comb brush wigs permanents rinse athletic supplies toiletries clippers deoderants soap barber beauticians owner operator	fire prevention fire fighting fire escape fire alarm omergency drills hydrant protection police traffic deputy patrolmen sheriff firoman policeman guards watchmen patrol boys officers safety practices personal behavior social conduct



Problem: BODY CARES

Scope : Sales and Services in the Neighborhood and at School

SUGGESTED ACTIVITIES	RELATED SKILLS	MATERIALS
	Language	
	Arithmetic	

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem : FOODS

Core IV : Sales and Services in the Neighborhood and At School

Core V :

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATED TO FOODS AND SUPPLIES

- 1. Sales and services as related to foods sold in the neighborhood
  - a. Food store sales and services
    - (1) Kinds of sales and services provided by
      - (a) Grocery stores
      - (b) Super-markets
      - (c) Quick service food stores
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Other food sales and services
    - (1) Kinds of services
      - (a) Food sections in non-food stores
      - (b) Bakeries
      - (c) Fresh produce markets and stands
      - (d) Door-to-door sales
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
- 2. Sales and services as related to foods which are prepared and served
  - a. Food preparation sales and services
    - (1) Kinds of sales and services provided by
      - (a) Restaurants
      - (b) Public cafeteria
      - (c) School cafeteria
      - (d) Lunch rooms
      - (e) Lunch counters
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating ...; Conduct...)

3. Sales and services as related to foods prepared for quick service
  - a. Quick service sales services
    - (1) Kinds of sales and services provided by
      - (a) Take out food services
      - (b) Vending machines
      - (c) Mobile lunch counters
      - (d) Snack bars
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating..; Conduct..)

Problem: Foods

Scope : Sales and Services in Neighborhood and at School Related to Foods and Supplies

Sample Speaking Vocabulary

Food sold in Neighborhood ..	Food prepared and served ..	Food prepared for quick service
food stores super-markets groceries grocery stores refrigerated cars produce counters meat counter dairy products canned goods staple frozen foods baked goods food sections fresh produce food counters check-out counters bakeries food trucks self-services quick services packaged foods 7-Eleven, etc. manager grocer owner delivery boy bus boys stock clerk bag boys cashiers produce manager butcher store keeper packing purchase payment delivery storing personal conduct making change honesty planning purchase managing payment	eating establishments serving menu orders school cafeterias self-services lunch counters public cafeteria non-self-service prepared tray garbage cooks waiters waitresses manager owners hosts hostesses cashier kitchen helpers social conduct manners tips respect honesty dinner coat rack grace, blessing table manners	grill snack bars orders take-out counters drive-in limited variety dairy queen ice cream shops Dipper Dan menu selection baked goods vending machine coke machines mobile diner lunch box lunches phone orders milk shakes Burger King, etc. courtesy place order group behavior car hop waitress cook serviceman dish washer clean-up help

Problem : FOODS

Scope : Sales and Services in the Neighborhood and at School

SUGGESTED ACTIVITIES	RELATED SKILLS	MATERIALS
	Language	
	Arithmetic	

DESIGN FOR DAILY LIVING: Curriculum Development  
Sample Pattern of Content Development

Problem: Shelter and Natural Environment  
Core IV: Sales and services in the Neighborhood and  
at school

Scope: Sales and Services in the Neighborhood and  
at School related to Shelter and Natural  
Environment

1. Sales and services as related to physical structures in the neighborhood and at school
  - a. Construction sales and services
    - (1) Kinds of sales and services
      - (a) Carpentry and masonry
      - (b) Painting
      - (c) Plumbing and utility
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles
      - (a) Locating, selecting, ordering, and accepting the sales and/or services
      - (b) Conduct involved in the use of the services
  - b. Maintenance services
    - (1) Kinds of services
      - (a) Cleaning and yard
      - (b) Minor repair
      - (c) Disposal
      - (d) Interior and exterior pest control
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - c. Beautification services
    - (1) Kinds of services
      - (a) Landscaping and nursery
      - (b) Remodeling and redecorating
      - (c) Fencing and lighting
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
2. Sales and services as related to the natural environment in the neighborhood and at school
  - a. Maintenance services
    - (1) Kinds of services
      - (a) Custodial care of public utilities
      - (b) Grounds and pest control
      - (c) Guide
    - (2) Workers - Tasks - Conduct
    - (3) Consumer roles (locating...; Conduct...)



- b. Beautification services
    - (1) Kinds of services
      - (a) Landscaping
      - (b) Conservation and preservation
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
3. Sales and services as related to the rental and sale of properties in the neighborhood
- a. Rental services
    - (1) Kinds of services
      - (a) House and apartment rental
      - (b) Mobile home rental
      - (c) Office and commercial property rental
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; conduct..)
  - b. Sales services
    - (1) Kinds of sales services
      - (a) House and mobile home sales
      - (b) Private and commercial property sales
      - (c) Mortgage and loan services
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; conduct..)
4. Sales and services as related to the use of public utilities in the neighborhood and at school
- a. Electric department services
    - (1) Kinds of services
      - (a) Installation
      - (b) Maintenance and repair
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - b. Water department services
    - (1) Kinds of services
      - (a) Installation
      - (b) Maintenance and repair
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - c. Other public utility services (telephone, gas, fuel oil, etc.)
    - (1) Kinds of services
      - (a) Installation
      - (b) Maintenance and repair
      - (c) Delivery
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

Problem: Shelter and Natural Environment  
 Scope: Sales and Services in Neighborhood and at School Related  
 to Shelter and Natural Environment

Sample Speaking Vocabulary

Related to Physical Structures	Related to Natural Environment	Related to Rental & Sale of Property	Related to Public Utilities
building painting repairing gardens cement delivery sidewalks sidewalls plans fireplace chimney air conditioning heating hardware general supply store building supplies maintenance custodial landscape gardener yard men nursery men architect contractor carpenter mason bricklayer painter electrician salesman interior decorators paper hangers helpers plumbers repairmen truck drivers agent insurance agent policeman	parks lakes ponds streams plants animals disposal trespass pest control watering trimming cutting care planting protecting conservation preservation tree surgeon game warden ranger watchman guides	real estate property acre rental office lease sales mortgage payment purchase deed rent apartment stories house floor loan borrow due deposit broker lawyer banker notary public landlord owner agent salesman tenant responsible(ility)	electric department telephone company sanitation department fuel oil install connect oil truck oil natural gas gas bottled gas delivery meter collect due pay service. lines poles fuse fuse box short circuit fire box garbage can garbage truck garbage disposal trash pick-up incinerator servicemen linemen truck drivers workers meter readers garbage collectors

Problem: SHELTERS AND NATURAL ENVIRONMENT

Scope: Sales and Services in the Neighborhood and at School

SUGGESTED ACTIVITIES

RELATED SKILLS

MATERIALS

Language

Airthmetic

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: COMMUNICATION

Core IV: Sales and Services in the Neighborhood and at School

Scope : SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL  
RELATED TO COMMUNICATION

1. Sales and services in the neighborhood and at school as related to things we hear
  - a. Auditory services
    - (1) Kinds of services provided by
      - (a) Telephone company
      - (b) Musical organizations
      - (c) Radio Stations
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles
      - (a) Locating, selecting, ordering, & accepting the services
      - (b) Conduct involved in the use of the services
  - b. Auditory sales and services
    - (1) Kinds of sales and services
      - (a) Sales of appliances and equipment
      - (b) Delivery and installation
      - (c) Maintenance and repair
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
2. Sales and services in the neighborhood and at school as related to things we see
  - a. Visual services
    - (1) Kinds of services provided by
      - (a) Television stations
      - (b) Movie and drive-in theatres
      - (c) Advertising companies
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct,.)
  - b. Visual sales and services
    - (1) Kinds of sales and services
      - (a) Sales of appliances and equipment
      - (b) Delivery and installation
      - (c) Maintenance and repair
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

3. Sales and services in the neighborhood and at school as related to things we read
- a. Published communication services
    - (1) Kinds of services provided by
      - (a) Libraries
      - (b) Newspaper companies
      - (c) Publishing companies
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Published communication sales and services
    - (1) Kinds of services provided by
      - (a) Sales of appliances and equipment
      - (b) Delivery
      - (c) Maintenance and repair
4. Sales and services in the neighborhood and at school as related to things we write
- a. Written communication services
    - (1) Kinds of services provided by
      - (a) Post Office
      - (b) Telegraph companies
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Written communication sales and services
    - (1) Kinds of services
      - (a) Sales of appliances and equipment
      - (b) Delivery
      - (c) Maintenance and repair
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)



Problem: Communication

Scope : Sales and Services in Neighborhood and at School  
Related to Communication and Supplies

Sample Speaking Vocabulary

Related to Things We Hear	Related to Things We See	Related to Things We Read	Related to Things We Write
salos rental delivery installation repair public address switch board messages oral equipment purchase wiring dialing inter-com disc jockey station receiver directory microphone short-wave transistor hearing aids tape recorder entertain ticket concert musical instrument recording records recorder bells buzzers operators messenger deliverymen announcers repairmen linemen salesmen clerk ticket-takers performers musicians directors conductors	delivery set materials installation repair reel film filmstrip magazine borrow traffic signals screen tickets entertainment maintenance movie drive-in slides projector develop station channel antenna advertisement theatre commercials deliverymen truck driver salesmen repairmen operators announcers actors actresses entertainers master-of-ceremonies ticket-taker	reading lending library news newspaper card catalog print press files cameras return files volume magazine books comic books information instruction letters telegrams billboards signs directions newsboy printers writers messengers salesmen librarians book mobile driver respect consideration selections quite whisper	telegrams correspondence written supplies writing typewriter type letters mail services cards greeting cards messages Western Union ribbon keys mailmen deliverymen errand boys telegraphers operators repairmen clerk thoughtful stamps envelopes air mail special delivery registered insured



Problem : COMMUNICATION  
Scope : Sales and Services in the Neighborhood and at School

SUGGESTED ACTIVITIES

RELATED SKILLS

MATERIALS

Language

Arithmetic

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: TRANSPORTATION

Core EV: Sales and Services in the Neighborhood and at School

Scope : SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL  
RELATED TO TRANSPORTATION

1. Sales and services as related to land vehicles in the neighborhood and at school
  - a. Public and private land transportation used for work
    - (1) Kinds of services by vehicles used to transport people and freight
      - (a) Inside buildings
      - (b) On sidewalks
      - (c) On streets and roads
      - (d) On tracks and roads
      - (e) For work on other land areas
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Public and private land transportation used for pleasure
    - (1) Kinds of services by vehicles used to transport people and freight
      - (a) Inside buildings
      - (b) On sidewalks
      - (c) On streets and roads
      - (d) On tracks and rails
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
2. Sales and services as related to water vehicles in the Neighborhood
  - a. Public and private water transportation used for work
    - (1) Kinds of services by water vehicles used
      - (a) To transport people
      - (b) To transport freight
      - (c) For work
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Public and private water transportation used for pleasure
    - (1) Kinds of services by water vehicles used
      - (a) To transport people
      - (b) For recreation or sport
      - (c) For sight-seeing
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)

3. Sales and services as related to air vehicles in the neighborhood
  - a. Public and private air transportation used for work
    - (1) Kinds of services
      - (a) Air freight services
      - (b) Military services
      - (c) Helicopter services
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - b. Public and private air transportation used for pleasure
    - (1) Kinds of services
      - (a) Commercial services
      - (b) Helicopter services
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
4. Sales and services as related to the maintenance and repair of vehicles in the neighborhood and at school
  - a. Maintenance and repair services
    - (1) Kinds of services
      - (a) Land vehicle maintenance, repair, and supply
      - (b) Marine vehicle maintenance, repair & supply
      - (c) Aircraft maintenance, repair, & supply
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

Problem: Transportation  
 Scope: Sales and Services in Neighborhood and at School  
 Related to Transportation

Sample Speaking Vocabulary

See other vocabularies for transportation carriers

Related to Land Vehicles	Related to Water Vehicles	Related to Air Vehicles	Related to Maintenance & Repair
car rental travel transport carry freight people work pleasure parking lot parking meter service station driver education license tag car pool hitch-hike flat tire spare tire book mobile compartment emergency exit push - pull pedestrian signals traffic signs traffic laws schedule map maintenance oiling sight-seeing bulldozer crane tractor plow passenger operators bus boys bag boys salesman engineers mechanics porters attendants ticket agent deliverymen conductor	ship boat glass bottom row deep-sea fishing vessels cargo ships freighter hold passenger ship barge tug ferry raft anchoring securing Navy water safety undertow current tide tow steamship tankers oilers seamen stevedor deck hands sailor mate repairman operator captain crewmen consideration personal behavior social conduct lawful practices tips rentals	reservation cancellation flight number schedule take-off landing control tower air terminal passenger planes commercial cargo planes airport seat belts direct flight stop-over baggage weighing; sprayers bombers jet propeller Air Force claim runway taxi faston blimp helicopter altitude signals blinker lights baggage man mechanics tractor drivers attendants pilots co-pilots crew navigators ticket agents travel agent flight announcer stewardess steward fluid	inspect grease oil change chock chain spokes engines motor radiator overhaul gears tires tread air body shop filling station car wash cleaning equipment white walls muffler supply sales mechanics repairmen painters car washers attendant salesman responsibilities honesty

Problem: TRANSPORTATION

Scope : Sales and Services in the Neighborhood and at School

SUGGESTED ACTIVITIES

RELATED SKILLS

MATERIALS

Language

Arithmetic

DESIGN FOR DAILY LIVING: Curriculum Development

Sample Pattern of Content Development

Problem: CLOTHES

Core IV: Sales and Services in the Neighborhood and At School

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND SCHOOL RELATED TO CLOTHES AND SUPPLIES

1. Sales and services related to selling & buying clothes and supplies
  - a. Clothing store sales and services
    - (1) Kinds of services and sales
      - (a) Men's shops and clothing stores
      - (b) Ladies' dress shops and clothing stores
      - (c) Children's ready to wear
      - (d) Clothing accessories stores
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles
      - (a) Locating, selecting, ordering, & accepting the sales or/and services
      - (b) Conduct involved in the use of the services
  - b. Clothing departments within the use of the services
    - (1) Kinds of sales and services
      - (a) Men's clothing
      - (b) Ladies' clothing
      - (c) Children's clothing
      - (d) Clothing accessories
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - c. Shoe stores and shoe department sales and services
    - (1) Kinds of sales and services
      - (a) Men's shoes
      - (b) Ladies' shoes
      - (c) Children's shoes
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
2. Sales and services related to making, alteration, and repair of clothes and supplies
  - a. Making, alteration, and repair sales and services
    - (1) Kinds of sales and services
      - (a) Shoe repair
      - (b) Jewelry repair
      - (c) Tailoring
      - (d) Dressmaking
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)
  - b. Repair and alteration supplies sales and services
    - (1) Kinds of sales and services
      - (a) Sewing machine
      - (b) Fabric
      - (c) Other related supplies
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating...; Conduct...)



3. Sales and services related to the care of clothes and supplies

a. Cleaning and laundry sales and services

(1) Kinds of sales and services

(a) Dry cleaning establishments

(b) Self-service dry cleaning

(c) Commercial laundry

(d) Self-service laundry

(2) Workers- Tasks- Conduct

(3) Consumer roles (locating..; Conduct..)

b. Storage sales and services

(1) Kinds of sales and services

(a) Commercial storage

(b) Storage supplies found in stores

(2) Workers- Tasks- Conduct

(3) Consumer roles (locating..; Conduct..)

c. Sales and services of home cleaning supplies

(1) Kinds of sales and services

(a) Supplies found in retail stores

(b) Cleaning appliances sales and services

(2) Workers- Tasks- Conduct

(3) Consumer roles (locating..; Conduct..)

Problem: Clothes  
Scope: Sales and Service in Neighborhood and at School  
Related to Clothes and Supplies

Sample Speaking Vocabulary

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Selling and Buying  
Clothes and Supplies

Making Alteration and  
Repair of Clothes-Supplies

Care of Clothes

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specialty shops  
ready-to-wear  
fabrics  
notions  
materials  
sizes  
wash-and-wear  
fitting  
length  
hats  
jewelry  
hose  
selling  
delivery  
wrapping  
bag  
clerk  
salesmen - ladies  
owner  
manager  
cashiers  
wrappers  
planning  
manage payments  
transport purchases  
consideration  
cooperation  
politeness  
personal behavior  
selecting

sole  
re-sole  
heels  
taps  
mend  
repair  
alter  
alterations  
sew  
tools  
instruments  
leather  
nails  
tacks  
shoe last  
shoe maker  
cobbler  
tailor  
jeweler  
seamstress  
repairman

self-service  
pick-up and delivery  
starch  
detergent  
bleach  
coin-operated  
coins  
change  
press  
iron  
wash  
washing  
laundering  
dial-select  
drip-dry  
storage  
storage bags  
storage boxes  
closet bags  
cold storage  
moth proofing  
cedar chest  
cedar closet  
drawer  
moth  
mothballs  
washer  
ironer  
plant workers  
operators  
cleaners  
cashiers  
wrappers  
deliverymen  
laundress  
ironer  
personal behavior  
social conduct

Problem: CLOTHES

Scope : Sales and Services in the Neighborhood and  
at School

SUGGESTED ACTIVITIES	RELATED SKILLS	MATERIALS
	Language	
	Arithmetic	

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES

Core IV: Sales and Services in the Neighborhood and at School

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL  
RELATED TO NON-OCCUPATIONAL ACTIVITIES & SUPPLIES

1. Sales and services as related to public and private recreational areas services
  - a. Beach recreation sales and services
    - (1) Kinds of sales and services
      - (a) Swimming and life guard
      - (b) Equipment rental
      - (c) Food and concession stands
      - (d) Entertainment and amusement
      - (e) Information
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles
      - (a) Locating, selecting, ordering, and accepting the sales and/or services
      - (b) Conduct involved in the use of the services
  - b. Park and recreational area sales and services
    - (1) Kinds of sales and services
      - (a) Beautification and maintenance
      - (b) Property protection
      - (c) Information
      - (d) Swimming facilities
      - (e) Public restrooms
      - (f) Sight-seeing and guide services
      - (g) Playground and equipment
      - (h) Picnic, cookout, and food facilities
      - (i) Public and private camping
      - (j) Entertainment and amusement
      - (k) Sports facilities and equipment
      - (l) Private and community clubs
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
2. Sales and services as related to commercial services in the neighborhood
  - a. Recreational sports services
    - (1) Kinds of services
      - (a) Sports equipment rental
      - (b) Recreation facilities
      - (c) Beautification
      - (d) Maintenance
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

- b. Professional sports sales and services
    - (1) Kinds of sales and services
      - (a) Spectator sports
      - (b) Concession stands
      - (c) Ticket sales
      - (d) Maintenance
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - c. Professional entertainment and amusement sales and services
    - (1) Kinds of sales and services
      - (a) Drive-in and movie theatres
      - (b) Circus entertainment
      - (c) Fair and carnivals
      - (d) Ice and specialty shows
      - (e) Dog shows
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - d. Non-occupational equipment supply sales and services
    - (1) Kinds of services
      - (a) Hobby shops
      - (b) Pet shops
      - (c) Art supply shops
      - (d) Games sales and services
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
3. Sales and services as related to organizational services in the neighborhood
- a. Cultural organization services
    - (1) Kinds of services
      - (a) Fine arts
      - (b) Dramatic arts
      - (c) Art instruction
      - (d) Musical arts
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - b. Instructional organization services
    - (1) Kinds of services
      - (a) Scouting and other related services
      - (b) Vacation Bible School
      - (c) School and public library services
      - (d) Church youth groups
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)
  - c. Civic and welfare organization services
    - (1) Kinds of services
      - (a) Emergency services
      - (b) Volunteer workers
      - (c) Community projects
      - (d) School projects
      - (e) Animal care and protection
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

Problem: non-Occupational Activities  
 Scope: Sales and Services in Neighborhood and at School  
 Related to Non-Occupational Activities

Sample Speaking Vocabulary

Public and Private Recreational Areas : Sales and Services	Commercial Non-Occupational. Sales and Services	Organizational Services
rental	skating	children' musoum
maintenance	golf	art shows
bath house	driving rango	garden clubs
rescue	bowling	concerts
protection	putt-putt	Junior League
public	movie	little thoatre
little league	drive-in	art museums
non-professional	circus	girl scouts
private	carnival	boy scouts
baseball	ice show	PTA
swimming	professional sports	Dad's Clubs
pool	fishing	school carnival
cook-out	rod and reel	Red Cross
parks	bait	Salvation Army
picnics	sport shops	Goodwill
playgrounds	equipment rental	Humano Society
coliseum	equipment sales	civic clubs
YMCA	lures	welfare
YWCA	owner	civic leaders
Navy recreation service	managers	officers
hobbies	ticket taker	directors
tennis	ticket salesmen	drivers
instructor	vendors	instructors
lifeguard	custodians	actors
salesmen	coaches	actrosses
owner	gatemon	guides
managers	ushers	dog catcher
ticket salesmen	instructors	veterinarian
vendors	lifeguards	
zoo keeper	clowns	
guide	ontertainers	
director	performers	
custodian	acrobats	
maid	salesmen	
caretaker	self-control	
bat boys	indiyidual behavior	
coaches	group behavior	
entertainers	accepted manners	
sportsmanship	accepted customs	



Problem: NON-OCCUPATIONAL ACTIVITIES

Scope : Sales and Services in the Neighborhood and  
at School

SUGGESTED ACTIVITIES

RELATED SKILLS

MATERIALS

Language

Arithmetic

131B

Design for Daily Living

Problem: Foods

Core: IV Sales and Services in the Neighborhood and at School

Scope: Related to Foods and Supplies

SAMPLE CONTENT CHARTS

Center of Interest: Sales and Services as Related to Foods Sold in the Neighborhood

Focus of Day's Discussion: Food Store Sales and Services

Going to the Store for Mother

Boys and girls go to the store sometimes for their mothers. Sometimes mothers need a loaf of bread from the store. Sometimes they need a quart of milk or some eggs. Children take a grocery list to remember what foods to buy. Mothers give children money to pay for those groceries. In some stores a clerk or the storekeeper gets the foods. In other stores girls and boys find the foods themselves. If a child needs help, he asks a clerk or the storekeeper. Foods are paid for at the check-out counter. If children give the cashier too much money, they receive change. They take the change and the groceries home to mother.

Center of Interest: Sales and Services as Related to Foods Sold in the Neighborhood

Focus of Day's Discussion: Other Food Sales and Services

Places Where Foods Are Sold

Some families buy their milk and bread from food trucks. Many families buy foods at neighborhood grocery stores. Sometimes there are supermarkets in the neighborhood. Grocery stores and supermarkets sell many kinds of foods. Some stores sell only one kind of food. Bakeries sell only bread and other baked goods. Fish and other seafoods are sold at fish markets. Sometimes other kinds of stores have a food counter. Many drugstores have a candy counter. There are coke machines in some neighborhoods. Candy and other foods are sold in vending machines, too. Foods are sold in many different places.

Center of Interest: Sales and Services as Related to Foods Which are Prepared and Served

Focus of Day's Discussion: Food Preparation Sales and Services

The School Cafeteria

Many schools have a cafeteria where children eat their lunch. Some children bring lunch from home. Many children bring money from home to buy their lunch. Foods are prepared in the kitchen of the cafeteria. Kitchen workers serve the foods and set them on a counter. Children put their dishes of food on trays. They put what they buy to drink on trays, too. They carry their trays from the food counter to tables.

DESIGN FOR DAILY LIVING

CORE V

DESIGN FOR DAILY LIVING: Curriculum Development for Children and  
Youth with Intellectual Disabilities

PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Intermediate Class

Core V: SERVICES AND SALES IN NEIGHBORHOOD AND SCHOOL

Class Dimensions

I.Q. 56 to 80  
C.A. 10-6 to 11-6  
M.A. 5-10 to 8-8  
I.G.P. 0.0 to 3.6

Individual inventory of cumulative concepts, vocabulary and skills;  
and--as needed--review of previous content related to problem

Perception through sensory-motor experiences of tasks and sequence  
of tasks in situations involving services and sales related to the  
persisting problem within pupils' experiences

Discrimination of likenesses and differences in situations involving  
services and sales through sensory-motor experiences with tasks and  
related tools

Recognition, and classification by kind, of situations involving  
services and sales related to the persisting problem

Association of common tasks in familiar situations, related to the  
persisting problem, with persons performing the tasks

Association of these workers' responsibilities with their capabilities

Perception of conduct in performance of tasks

Discrimination of likenesses and differences between conducts in  
performance of tasks

Recognition of conduct appropriate to performances of tasks

Association of appropriate conduct with personal achievement and  
social acceptance

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: PEOPLE

Core V: Producers, Processors, and Distributors in our Community

Scope: PEOPLE AS PRODUCERS, PROCESSORS, AND DISTRIBUTORS IN OUR COMMUNITY

1. People who are Producers
  - a. People as Producers of goods - those who make useful things
  - b. People as Producers of services - those who do useful work for other people
2. People who are Producers, Processors and Distributors of useful services at home
  - a. Mother
  - b. Father
  - c. Children
  - d. Grandparents
  - e. Relatives
3. People who provide safety and protective services
  - a. Police Officers - Highway Patrol
  - b. Fireman - Ambulance Crew
  - c. Red Cross Workers
  - d. Members of the Armed Forces
  - e. Night Watchmen
4. People who produce Educational Service
  - a. Public School Teachers
  - b. Librarians
  - c. Church School Teachers
  - d. Coaches and Instructors
  - e. Private Teachers
  - f. Instructors for Higher Education - (colleges, business schools, etc.)
5. People who produce leadership for Service Organizations
  - a. Girl and Boy Scouts
  - b. Campfire Girls
  - c. 4-H Clubs
  - d. YMCA - YWCA Leaders
  - e. Junior Red Cross Workers and Leaders
  - f. Goodwill Industry Employees
  - g. Community Chest Workers
  - h. School Service Organizations

Problem: People  
Scope: Producers, Processors, and Distributors in our Community

Sample Speaking Vocabulary

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People as Producers, Processors, and Distributors in Our Community

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mother	police officers	Girl Scouts	people who provide
father	highway patrol	Boy Scouts	safety and pro-
children	firemen	Campfire Girls	tection services
grandparents	ambulance crew	Junior Red Cross	
Red Cross Work-	Goodwill Industry	librarian	persons who produce
ers	school teachers	church school	educational services
night watchmen	organizations	staff	
coaches			persons who produce
instructors			health services



DESIGN FOR DAILY LIVING: Curriculum Development

Problem: BODY CARES

Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO BODY CARES

1. Using Body Cares and/or Services related in the Home
  - a. Body Care in the Home
    - (1) Services
      - (a) Identification of Service
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products
      - (a) Identification
      - (b) Workers
      - (c) Situations
      - (d) Tasks
  - b. Body Care products that are processed in the Home
    - (1) Identification of product
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Distributors of Body Care products in the home
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Body Care Producers in the Community
  - a. Identification of Body Care Producers in the Community
    - (1) Brush companies
    - (2) Soap companies
    - (3) Drug companies
  - b. Situations related to Body Cares
    - (1) Making brushes used in body care
    - (2) Making soap supplies and products
    - (3) Producing drugs and medical supplies
  - c. Tasks related to Body Cares
    - (1) Sorting material
    - (2) Wrapping and packing goods
    - (3) Bottling drugs
  - d. Workers related to Body Cares
    - (1) Sorting clerks
    - (2) Wrappers
    - (3) Machine Operators
3. Processors of Body Care Goods and/or Services in the Community
  - a. Identification of Body Care processors

- (1) Medical Laboratories
  - (2) Optical Companies
  - (3) Incinerators
  - b. Situations related to Processors of Body Cares
    - (1) Examining specimens
    - (2) Process glasses to fit prescription
    - (3) Burning refuse or trash
  - c. Tasks related to processors of Body Cares
    - (1) Recording data
    - (2) Grinding glasses
    - (3) Collecting refuse and preparing for burning
  - d. Workers related to Processors of Body Cares
    - (1) Technicians and Aids
    - (2) Opticians
    - (3) Refuse Collectors
4. Distributors of Body Care Goods/Services in the Community
- a. Identification of Distributors
    - (1) Dental Supply Houses
    - (2) Beauty Salons
    - (3) Hospitals Equipment Companies
  - b. Situations related to Distributors
    - (1) Distributing supplies to dealers
    - (2) Distributing beauty supplies to customers
    - (3) Distributing hospital equipment
  - c. Tasks related to Distributors
    - (1) Delivering messages and orders within supply houses
    - (2) Selling hair brushes and supplies
    - (3) Installing hospital beds
  - d. Workers related to Distributors
    - (1) Dental Supply Messengers
    - (2) Sales Clerks
    - (3) Installation Crew

#### Sample Speaking Vocabulary

Using Body Care Processes, Products, Distributors

	Products	Processors	Distributors
grooming	producers of Service	supply houses	health agencies
personal health	-nurse	stores	various stores
beauty	-nurse aid		Welfare Agencies
lavatory	-orderlies		personal and
washrooms	-hospital cleaning		private establishments
care of body	crew		
	-powder room attendant		
	-men's room attendant		
	-night watchman		

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: FOOD

Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO THE FOODS AREA IN THE COMMUNITY

1. Using food products and/or services in the home and community
  - a. Food products and/or services produced in the home
    - (1) Services - (storing food; planning and preparing foods disposing of food waste)
      - (a) Identification of service
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products - (actual production of food by baking and/or growing)
      - (a) Identification of products
      - (b) Workers
      - (c) Situations
      - (d) Tasks
  - b. Food products that are processed in the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Food products that are distributed in the home
    - (1) Identification of distributors
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Food producers in the Community
  - a. Identification of food producers in the Community  
(The suggested producers are those which are very familiar to the children in this particular community and may vary with respect to location)
    - (1) Poultry and Egg Farming Industries
    - (2) Dairies
    - (3) Truck Gardening Companies
  - b. Situations related to food production
    - (1) Raising poultry and producing eggs for food
    - (2) Raising cattle for milking and milk products
    - (3) Raising vegetables to be sold from trucks
  - c. Tasks related to food production
    - (1) Gathering eggs - feeding poultry
    - (2) Milking cows
    - (3) Harvesting vegetables when ripe
  - d. Workers related to food production
    - (1) Poultry farmer or rancher
    - (2) Milkers
    - (3) Bean pickers

3. Food processors in the Community

- a. Identification of food processors in the community
  - (1) Bakeries
  - (2) Bottling companies
  - (3) Slaughter houses
- b. Situations related to food processing
  - (1) Process staples to produce baked goods
  - (2) Bottling drinks and sealing bottles
  - (3) Prepare animals for cooking or sales
- c. Tasks related to food processing
  - (1) Baking cookies and other goods
  - (2) Placing bottles on machine to be filled
  - (3) Cutting animals or sections into small pieces
- d. Workers related to food processing
  - (1) Bakers
  - (2) Assembly line workers
  - (3) Butchers

4. Food distributors in the Community

- a. Identification of food distributors in the community
  - (1) Food warehouses
  - (2) Restaurants and cafeterias
  - (3) Vending companies
- b. Situations related to food distribution
  - (1) Sell and deliver food to smaller food stores
  - (2) Prepare and serve food ready to be eaten
  - (3) Supply various vending machines with products
- c. Tasks related to food distribution
  - (1) Boxing items for delivery
  - (2) Serve prepared food to customers
  - (3) Place bottles or other items in machines
- d. Workers related to food distribution
  - (1) Packers
  - (2) Food handlers
  - (3) Delivery men

Note: Sample Speaking Vocabulary on following page.

Problem: Foods  
 Scope: Producers, Processors, and Distributors in the Community

Sample Speaking Vocabulary

Using Food Products and/or Services in the Home and Community	Producers	Processors	Distributors
producers	growers	butchering	fruit companies
processors	poultry	canning	foot stores
distributors	truck-gardens	freezing	vending machines
storing	apiary farmers	baking	manufacturing com-
planning	bakers	cleaning	panies
preparing	bottlers	packing	commercial fisheries
dairy	packers	shipping	milling companies
poultry	butchers	curing	food stores
grade-A eggs	pickers	boxing	confectionery shops
"hen fruit"	caterers		slaughter houses
hatchery	waiter		delivery service
disposing of waste	kitchen help		food warehouses
gardening			
vegetables			
fruit			
meats			
meals			

Problem: Shelter and Natural Environment

Scope: Producers, Processors, and Distributors related to Shelter and Natural Environment in the Community

Sample Speaking Vocabulary

Using Producers, Processors, and Distributors

	Producers	Processors	Distributors
screening	tree farms	logging	paint companies
cleaning	forest	cutting	lumber companies
painting	"lumber-jacks"	finishing	hardware
repairing	loggers	sanding	brick companies
remolding	builders	wood-processing	concrete companies
installing	architects	wood-preserving	fuel companies
building	painters	building	chemical companies
furniture	installer	casting	
lumber	conservation-		
concrete	specialist		
tools			
bird houses			
"pre-fab"			
concrete-mix (ready mix)			
lime			
cement			
blueprint			



DESIGN FOR DAILY LIVING: Curriculum Development

Problem: SHELTERS AND NATURAL ENVIRONMENT

Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO SHELTER AND NATURAL ENVIRONMENT IN THE COMMUNITY

1. Using Products and/or Services in the Home as Related to Shelter and Natural Environment
  - a. Products related to Shelter and Natural Environment that are produced in the home
    - (1) Services
      - (a) Identification
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products
      - (a) Identification
      - (b) Workers
      - (c) Situations
      - (d) Tasks
  - b. Products pertaining to Shelter and Natural Environment that are processed in the home
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Products pertaining to Shelter and Natural Environment that are distributed in the home
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of products pertaining to Shelter and Natural Environment in the Community
  - a. Identification of producers in the Community
    - (1) Construction companies
    - (2) Concrete companies
    - (3) Tree farms
  - b. Situations
    - (1) Building homes and other structures
    - (2) Preparing concrete mixes for blocks, fixtures, etc.
    - (3) Production of timber for building
  - c. Tasks
    - (1) Building frames for houses
    - (2) Mixing ingredients for concrete blocks
    - (3) Plant tree plants or seeds
  - d. Workers
    - (1) Construction Workers
    - (2) Cement Mason's Helpers
    - (3) Planters

3. Processors of products related to Shelter and Natural Environment
  - a. Identification of Processors
    - (1) Paper Mills
    - (2) Exterminating Companies
    - (3) Iron Casting Companies
  - b. Situations
    - (1) Processing timber for lumber and paper
    - (2) Preparing chemicals for insecticides
    - (3) Processing raw iron into fixtures or cast
  - c. Tasks
    - (1) Cutting timber
    - (2) Spraying homes with insecticides
    - (3) Melting iron for molds
  - d. Workers
    - (1) Mill Workers
    - (2) Exterminators - Sprayman
    - (3) Smelterer
4. Distributors of products related to Shelter and Natural Environment in the Community
  - a. Identification of Distributors
    - (1) Building Materials - lumber yards, warehouses, etc.
    - (2) School and Office supply houses
    - (3) Nurseries
  - b. Situations
    - (1) Distributions of products to lumber company, hardware stores, paint company
    - (2) Distribution of products to school and offices
    - (3) Caring of plants and garden tools and supplies - selling
  - c. Tasks
    - (1) Loading trucks for delivery of lumber
    - (2) Delivering orders to schools
    - (3) Protecting roots of plants to be transported
  - d. Workers
    - (1) Truck loaders
    - (2) Delivery truck drivers
    - (3) Gardeners and helpers

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: COMMUNICATIONS

Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO COMMUNICATION IN THE COMMUNITY

1. Using communication products and/or services in the home and community
  - a. Communication produced in the home
    - (1) Services
      - (a) Identification of service
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products
      - (a) Identification
      - (b) Workers
      - (c) Situations
      - (d) Tasks
  - b. Communication products that are processed in the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Communication products that are distributed in the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Communication Producers
  - a. Identification
    - (1) Radio manufacturing companies
    - (2) Publishing Companies
    - (3) Advertising companies
  - b. Situations
    - (1) Production of radios
    - (2) Printing books and newspapers
    - (3) Encouraging others to buy advertised products
  - c. Tasks
    - (1) Varnishing wooden cabinets
    - (2) Inking and washing press
    - (3) Pasting advertisements on billboards
  - d. Workers related to Communication
    - (1) Varnishers
    - (2) Printer's devil
    - (3) Pasters
3. Communication processors in the Community
  - a. Identification
    - (1) Paper mills
    - (2) Postal departments
    - (3) Recording studios

- b. Situations
    - (1) Processing lumber for paper
    - (2) Processing mail for delivery
    - (3) Recording sound on tape
  - c. Tasks
    - (1) Feeding lumber into machines
    - (2) Sorting mail for delivery
    - (3) Adjusting microphones
  - d. Workers related to Communication
    - (1) Machine operator
    - (2) Mail sorter
    - (3) Studio hands
4. Communication distributors in the Community
- a. Identification
    - (1) Telephone companies
    - (2) Delivery services
    - (3) Telegraph companies
  - b. Situations
    - (1) Distribution of telephones
    - (2) Delivering of flowers
    - (3) Transmitting telegraph messages
  - c. Tasks
    - (1) Delivering telephones, jacks, books, etc.
    - (2) Tying cards on flowers
    - (3) Delivering telegrams
  - d. Workers
    - (1) Driver's helpers
    - (2) Florist's helpers
    - (3) Telegram messengers

#### Sample Speaking Vocabulary

Using Communication	Producers	Processors	Distributors
pleasure	studio hands	recording	radio stations
business	mail sorter	inking	t.v. stations
information	mail clerk	washing	weather stations
advertising	telegraph	transmitting	recording company
publishing	envelopment	molding	Federal Dept.
listening	machine	carving	paper mills
performing or inter-	designing	recreational group	post office
preting-	creation	community clubs	telegraph company
-painting	professional	constructing	art galleries
-clay molding	amateur	operating	national parks
-sculpture	entertainers		YMCA
-dioramas	reporting		YWCA
talks	compiling		
demonstrations			
dance routines			
dramatic production			
community projects			

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: TRANSPORTATION AND CARRIERS

Core V: Producers, Processors and Distributors in the Community

Scope: PRODUCERS, PROCESSORS AND DISTRIBUTORS RELATED TO TRANSPORTATION IN THE COMMUNITY

1. Using Transportation Products and/or Services in the Home and Community
  - a. Transportation products and/or Services produced in the home
    - (1) Services - (pleasure, business)
      - (a) Identification of service
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products - carriers
      - (a) Identification of products
      - (b) Workers
      - (c) Situations
      - (d) Tasks
  - b. Transportation products that are processed in the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Transportation products that are distributed in the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Transportation producers in the Community
  - a. Identification of transportation in the Community
    - (1) Automotive manufacturers
    - (2) Battery manufacturers
    - (3) Seat cover upholstery
  - b. Situations related to transportation
    - (1) Assembling automobiles
    - (2) Assembly batteries for vehicles
    - (3) Making seat covers for transportation carriers
  - c. Tasks related to transportation
    - (1) Placing nuts and bolts
    - (2) Storing batteries in parts bin
    - (3) Upholsterers helper
  - d. Workers related to transportation
    - (1) Automotive assembler - (assembly line worker)
    - (2) Inventory man
    - (3) Seat cover installer and helper
3. Transportation processors in the Community
  - a. Identification of transportation processors
    - (1) Body repair and paint companies

- (2) Oil Refining company
  - (3) Rubber processing companies
  - b. Situations related to processors
    - (1) Painting transportation carriers
    - (2) Preparing oil for transportation carriers
    - (3) Making rubber products for vehicles
  - c. Tasks related to Transportation
    - (1) Cleaning paint brushes
    - (2) Placing cans on machines for filling
    - (3) Vulcanizing tires
  - d. Workers related to transportation processing
    - (1) Painter's helper
    - (2) Machine operator - assembly line worker
    - (3) Retreader's assistant
4. Transportation distributors in the Community
- a. Identification of transportation distribution in the Community
    - (1) Automotive agencies
    - (2) Rental agencies
    - (3) Tire warehouses
  - b. Situations related to Transportation distribution
    - (1) Preparing for sales and selling automobiles
    - (2) Cleaning and storing unrented vehicles
    - (3) Distribution of tires to dealers
  - c. Tasks related to transportation
    - (1) Wash protective coat from car
    - (2) Parking and moving vehicles as needed
    - (3) Loading of tires on trucks
  - d. Workers related to Transportation
    - (1) Car washers
    - (2) Parking lot attendants
    - (3) Truck loaders

#### Sample Speaking Vocabulary

Using Transportation	Producers	Processors	Distributors
automotive agencies	red caps	delivery of freight	body repair co.
rental agencies	body men	making seat covers	paint co.
food carts	freight elevators	loading and un-	oil refining co.
baby carriages	assembly line	loading	rubber proces-
motor clubs	workers	upholstering	sing co.
moving companies	car lot	truck loaders	parts shop
	car hop		tire warehouses
	gas station		
	assistant		
	painter's helper		
	parking		
	vehicles		
	selling		
	cleaning		
	storing		
	vulcanizing tires		
	cleaning paint		



## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: CLOTHES

Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO THE CLOTHES AREAS IN THE COMMUNITY

1. Using Clothing products and/or services in the home and community
  - a. Clothing products produced at home
    - (1) Services
      - (a) Identification of services
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products
      - (a) Identification of products
      - (b) Workers of products
      - (c) Situations
      - (d) Tasks
  - b. Clothing products processed in the home
    - (1) Identification
    - (2) Workers of products
    - (3) Situations
    - (4) Tasks
  - c. Clothing products distributed in the home
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Clothing producers in the Community
  - a. Identification of clothing producers in the Community
    - (1) Sewing machine manufacturing companies
    - (2) Clothing manufacturers
    - (3) Washing and drying machine manufacturers
  - b. Situations related to clothes production
    - (1) Production of sewing machines
    - (2) Making clothing
    - (3) Producing washing and drying machines
  - c. Tasks related to clothes production
    - (1) Building cabinet
    - (2) Sewing clothes
    - (3) Inserting indicators into machines
  - d. Workers
    - (1) Carpenters helper
    - (2) Seamstress ~ tailors
    - (3) Assembly line workers

### 3. Clothing processors in the Community

- a. Identification of Clothing processors
  - (1) Alteration department
  - (2) Dry cleaning companies
  - (3) Shoe repair shops
- b. Situations
  - (1) Altering clothes
  - (2) Cleaning clothes
  - (3) Repairing footwear
- c. Tasks in clothing processing
  - (1) Taking up seams
  - (2) Folding clean clothes
  - (3) Replacing worn or broken heels
- d. Workers
  - (1) Bundler
  - (2) Markers - assembly line workers
  - (3) Shoemaker's helper

### 4. Clothing distributors in the Community

- a. Identification of clothing distributors
  - (1) Department stores
  - (2) Fabric warehouses
  - (3) Cleaners and storage companies
- b. Situations in Clothing distribution
  - (1) Showing and selling merchandise to customers
  - (2) Distributing cloth to retail stores
  - (3) Storing clothes for protection
- c. Tasks in clothing distribution
  - (1) Making sure clothing stock is in order
  - (2) Prepare cloth for delivery
  - (3) Checking storage room temperature and/or identification on boxes
- d. Workers
  - (1) Clothing stock room worker
  - (2) Packer and wrapper
  - (3) Storage room checker

#### Sample Speaking Vocabulary

Using products and/or Services in the home and Community	Producers	Processors	Distributors
sewing machines	seamstress	cleaners	department stores
washing machines	tailors	laundries	distributors of
drying machines	shoe repairs	leather	clothing
merchandise	shoe maker		distributors of
	altering		footwear
	stockroom worker		fabric warehouses
	storage checker		
	packer		
	customer		

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: NON-OCCUPATIONAL ACTIVITIES

Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO THE  
NON-OCCUPATIONAL AREA IN THE COMMUNITY

1. Using Non-occupational Producers, Processors, and Distributors as products and/or services in the home and community
  - a. Non-occupational products that may be produced at home
    - (1) Services
      - (a) Identification of service
      - (b) Workers
      - (c) Situations
      - (d) Tasks
    - (2) Products
      - (a) Identification of Product
      - (b) Workers
      - (c) Situations
      - (d) Tasks
  - b. Non-Occupational Products processed in the home
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Non-occupational Products distributed in the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Non-occupational producers in the Community
  - a. Identification
    - (1) Bicycle manufacturing company
    - (2) Fishing tackle manufacturing company
    - (3) Toy factories
  - b. Situations
    - (1) Assemblies, bicycles and accessories
    - (2) Producing fishing tackle and equipment
    - (3) Making toys and recreational equipment
  - c. Tasks
    - (1) Putting bicycles together
    - (2) Assembling fishing rods
    - (3) Stuffing toys
  - d. Workers
    - (1) Riveter
    - (2) Assembly line worker
    - (3) Toy stuffer
3. Non-occupational processors in the Community
  - a. Identification
    - (1) Film developing companies
    - (2) Water treating services
    - (3) Kiln companies

- b. Situations
    - (1) Processing film
    - (2) Treating swimming pools
    - (3) Processing clay using the kiln
  - c. Tasks in Non-occupational
    - (1) Placing processed negative in solution
    - (2) Putting chemicals in water
    - (3) Keeping kilns fired
  - d. Workers
    - (1) Darkroom workers
    - (2) Pool maintenance workers
    - (3) Kiln fireman
5. Non-occupational distributors in the Community
- a. Identification
    - (1) Toy dealers
    - (2) Hobby shops
    - (3) Pet shops
  - b. Situations
    - (1) Showing and selling toys
    - (2) Distribute equipment for hobbies
    - (3) Caring for unsold pets
  - c. Tasks in Non-occupational Activities
    - (1) Selling toys to customers
    - (2) Arrange display windows
    - (3) Bathing dogs
  - d. Workers
    - (1) Sales clerk
    - (2) Display men
    - (3) Kennel maintenance man

### Sample Speaking Vocabulary

Using Non-occupational Activities	Producers	Processors	Distributors
recreational	sale clerk	directors	supplies
educational	display men	collectors	hobby shops
collecting	kennel maintenance man	designing and making of original -	distributors of -
designing			-art supplies
remolding	photo plant workers		-leather supplies
constructing	golf course workers	-musical inst.	-materials
participating in	park workers	-clothing articles	-sporting equipment
-clubs	toy stuffers	-costumes	
-bands	yardmen, etc.	-toys, etc.	
-orchestra		interpreting	
-church		-music	
-organizations		-art	
		-sports	
		collecting	
		-stamps	
		-shells	
		-rocks	
		-seeds	
		expressing ideas through	
		-clay modeling	
		-mask making	
		-sculpture	
		-painting	

DESIGN FOR DAILY LIVING

CORE VI

DESIGN FOR DAILY LIVING: Curriculum Development for Children and  
Youth with Intellectual Disabilities

PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Intermediate Class

Core VI: SERVICES AND SALES IN NEIGHBORHOOD AND SCHOOL

Class Dimensions

I.Q. 56 to 80  
C.A. 11-6 to 12-6  
M.A. 6-5 to 9-6  
I.G.P. 1.0 to 4.4

Individual inventory of cumulative concepts, vocabulary and skills;  
and—as needed—review of previous content related to problem

Perception through sensory-motor experiences of tasks and sequence  
of tasks in situations involving services and sales related to the  
persisting problem within pupils' experiences

Discrimination of likenesses and differences in situations involving  
services and sales through sensory-motor experiences with tasks and  
related tools

Recognition, and classification by kind, of situations involving  
services and sales related to the persisting problem

Association of common tasks in familiar situations, related to the  
persisting problem, with persons performing the tasks

Association of these workers' responsibilities with their capabilities

Perception of conduct in performance of tasks

Discrimination of likenesses and differences between conducts in  
performance of tasks

Recognition of conduct appropriate to performances of tasks

Association of appropriate conduct with personal achievement and  
social acceptance



## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: PEOPLE

Core VI: Producers, Processors, and Distributors in our Trading Area

Scope: PEOPLE AS PRODUCERS, PROCESSORS, AND DISTRIBUTORS IN OUR TRADING AREA

1. People who produce Service related to our Government
  - a. Elected officials - Mayor, etc.
  - b. Postal workers
  - c. Employment agency employees
  - d. Justices of the Peace
  - e. Armed Forces Personnel
  - f. Internal Revenue Service employees
  - g. Chamber of Commerce workers
2. People who produce services related to Public Utilities
  - a. Employees of water companies
  - b. Employees of gas companies
  - c. Employees of electric companies
  - d. Employees of telephone companies
  - e. Employees of garbage collecting companies
3. People who produce services related to Public Conveyance
  - a. Travel agency employees
  - b. Drivers of public conveyances
  - c. Navigators
  - d. Hosts and hostesses
  - e. Baggage and freight workers
4. People who serve as Consultants and Advisors
  - a. Guidance counselors
  - b. Ministers
  - c. Bankers
  - d. Real estate agents
  - e. Insurance agents
  - f. Lawyers

Problem: People  
Scope: Producers, Processors, and Distributors Related to People in  
the Trading Area

Sample Speaking Vocabulary

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America	president	citizen	government
city	mayor	city council	congress
court	election day	governor	law
vote	register	people	neighbor
state	armed forces	employ	privilege
post	post office	postal	postman
porter	individual	personal	guidance
educational	organizations	bureau	federal
military	unemployment	sailor	soldier

## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: BODY CARES

Core VI: Producers, Processors, and Distributors Related to Body Cares

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO BODY CARES  
IN OUR TRADING AREA

1. Body Cares products and/or services of the members of our families outside of our homes
  - a. Body Care Products that are produced outside of our homes by our families
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - b. Body Care services produced outside of our home by our families
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Body care products that are processed by members of our families outside the home
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Body Care products that are distributed by members of our families outside our homes
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of Products relating to Body Care within our Trading Area
  - a. Identification of producers
    - (1) Hearing-Aid manufacturing companies
    - (2) Cosmetic manufacturing companies
    - (3) Orthopedic supply manufacturing companies
  - b. Situations relating to the production of Body Care products
    - (1) Producing hearing-aids
    - (2) Manufacturing cosmetics
    - (3) Manufacturing orthopedic equipment
  - c. Related Tasks
    - (1) Carefully boxing completed aids
    - (2) Putting ingredients in vats for mixing
    - (3) Assembling orthopedic beds
  - d. Related Workers
    - (1) Packers
    - (2) Machine Operators
    - (3) Plant workers

3. Processors of products relating to Body Care
  - a. Identification of products
    - (1) Paper companies
    - (2) Linen cleaning services
    - (3) Hotel cleaning services
  - b. Related Situations
    - (1) Processing paper goods used in Body Care
    - (2) Cleaning soiled linen
    - (3) Cleaning hotels
  - c. Related Tasks
    - (1) Boxing paper products
    - (2) Pressing linen
    - (3) Cleaning rooms daily
  - d. Related Workers
    - (1) Boxers
    - (2) Linen pressers
    - (3) Hotel maids and janitors
  
4. Distributors of products relating to Body Care in the Trading Area
  - a. Identification
    - (1) Optical supply companies
    - (2) Drug stores
    - (3) Beauty shops/salons
  - b. Related Situations
    - (1) Supply optical supplies
    - (2) Selling Body Care products
    - (3) Servicing and selling beauty care products
  - c. Related Tasks
    - (1) Delivering frames
    - (2) Keeping shelves stocked
    - (3) Keeping salon neat and tidy
  - d. Related Workers
    - (1) Delivery men
    - (2) Stock boys
    - (3) Maid

Sample Speaking Vocabulary

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Producers, Processors and Distributors of Body Care Products in our  
Trading Area

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appointment	shampoo	appearance	articles
wardrobe	wear	beauty	beautiful
lovely	cleanliness	clear	bath
bathe	barber	beauty products	drug stores
beauty shops	hairdressers	beauty aids	cosmetic
self-measurement	purchase	pleasant	patient
beauty-clinic	drug	druggist	posture

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: FOOD

Core VI: Producers, Processors, and Distributors in the Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO FOODS IN THE TRADING AREA

1. Food products and/or service of the members of our families outside of our homes
  - a. Food products that are produced outside of our homes by our families
    - (1) Identification of the Product
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - b. Food services produced outside of our home by our families
    - (1) Identification of services
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Food products that are processed by members of the families outside of our homes
    - (1) Identification of products processed
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Food products that are distributed by members of our families outside of our homes
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of food products within the Trading Area
  - a. Identification of the producers
    - (1) Fruit farming companies
    - (2) Livestock farming companies
    - (3) Apiary farms
  - b. Situations relating to food production
    - (1) Raising fruit
    - (2) Raising livestock for food
    - (3) Raising bees for honey
  - c. Tasks in food production
    - (1) Fruit pickers
    - (2) Ranch hands
    - (3) Bee keepers
3. Processors of food products
  - a. Identification of Processors
    - (1) Citrus packing companies
    - (2) Commercial fisheries
    - (3) Milling companies

- b. Related Situations
    - (1) Preparing fruit for shipping
    - (2) Preparers of fish for sale
    - (3) Process grain
  - c. Related Tasks
    - (1) Packing fruit into crates
    - (2) Cleaning fish
    - (3) Placing grain in grinding machines
  - d. Related Workers
    - (1) Fruit graders and packers
    - (2) Fish cleaners
    - (3) Milling plant workers
4. Distributors of food products in our Trading Area
- a. Identification of distributors
    - (1) Fruit shippers
    - (2) Caterers
    - (3) Feed stores
  - b. Related Situations
    - (1) Distributing fruit and fruit products
    - (2) Supplying prepared food for parties
    - (3) Sell grain and feeds
  - c. Related Tasks
    - (1) Placing labels on boxes or crates
    - (2) Preparing salad
    - (3) Bagging and measuring feed
  - d. Related workers
    - (1) Shipping clerks
    - (2) Salad makers
    - (3) Baggers

### Sample Speaking Vocabulary

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#### Producers, Processors, and Distributors of Food Products and Services

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pickers	shippers	packers	livestock
ranch hands	bee keepers	apiary farms	truck farms
fruit farms	milling companies	commercial	citrus
grain	caterer	fisheries	grill
pantry	scald	scrape	tray
ware	utensil	ingredient	banquet
measure	glassware	platter	beverage
table ware	service	restaurant	silver
pastries	cafeteria	preserves	cattle
baker	vegetables	scales	ripe
chef	"robbing" bees	"grader"	crates



DESIGN FOR DAILY LIVING: Curriculum Development

Problem: SHELTER AND NATURAL ENVIRONMENT

Core VI: Producers, Processors, and Distributors in Our Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO SHELTER AND NATURAL ENVIRONMENT IN OUR TRADING AREA

1. Producers and/or Services of the members of our families outside of our homes as related to Shelter and Natural Environment
  - a. Products related to Shelter and Natural Environment that are produced outside of our homes by our families
    - (1) Identification of the product
    - (2) Workers
    - (3) Tasks
    - (4) Situations
  - b. Services relating to Shelter and Natural Environment produced outside our homes by our families
    - (1) Identification of Services
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Products relating to Shelter and Natural Environment that are processed by members of our families outside our homes
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Products that are related to Shelter and Natural Environment that are distributed by members of our families outside of our homes
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of products relating to Shelter and Natural Environment within Trading Area
  - a. Identification of the producers
    - (1) Electrical appliance manufacturing companies
    - (2) Chemical - paint companies
    - (3) Air-conditioning manufacturing companies
  - b. Situations related to the production of Shelter products
    - (1) Manufacturing of electrical appliances
    - (2) Produce paints
    - (3) Manufacturing air conditioners
  - c. Related Tasks
    - (1) Wiring electrical stoves
    - (2) Mix paint to right color
    - (3) Assembling air conditioners
  - d. Related Workers
    - (1) Electricians and helpers
    - (2) Paint mixers, machine operators
    - (3) Assembly line workers

3. Processors of Products relating to Shelter and Natural Environment
  - a. Identification of the Processors
    - (1) Fertilizer companies
    - (2) Rubber products companies
    - (3) Galvanizing companies
  - b. Related Workers
    - (1) Inspectors - checkers
    - (2) Fork-lift operators
    - (3) Machine operators
  - c. Related Situations
    - (1) Processing fertilizers and insecticides
    - (2) Processing rubber into products to be used in building
    - (3) Galvanizing steel and other metals used in building
  - d. Related Tasks
    - (1) Checking labels
    - (2) Transporting large pieces of rubber within the plant
    - (3) Feeding metal into the machines
4. Distributors of products relating to Shelter and Natural Environment in our Trading Area
  - a. Identification of the Distributors
    - (1) Furniture companies
    - (2) Mobile home dealers
    - (3) Fuel and heating dealers
  - b. Related Workers
    - (1) Warehouse helpers
    - (2) Maid - custodian
    - (3) Fuel truck drivers and assistants
  - c. Related Situations
    - (1) Selling furniture
    - (2) Selling mobile homes and trailers
    - (3) Supplying fuel for heaters
  - d. Related Tasks
    - (1) Assembling furniture
    - (2) Keeping mobile homes clean
    - (3) Filling fuel tanks

Sample Speaking Vocabulary

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Producers, Processors, and Distributors Related to Shelter and Natural Environment

---

builders	electrical	galvanize	mobile home
contractors	appliance	fertilizers	trailer
architect	chemical	insecticide	"camper"
carpenter	wiring	inspect	"built-in"
lumber yards	assemble	"fork-lift"	fuel truck
steel	metal	wire	manufacture
market	manager	fireman	industry
installment	housing	examine	electric
electrician	electricity	engine	forelady

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: COMMUNICATION

Core VI: Producers, Processors, and Distributors in Our Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO COMMUNICATIONS IN TRADING AREA

1. Communication products and/or Services of the members of our families outside our Homes
  - a. Communication products that are produced outside of our Homes by our families
    - (1) Identification of the product
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - b. Communication Services produced outside of our Homes by our families
    - (1) Identification of the services
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Communications products that are processed by members of our families outside of our homes
    - (1) Identification of products processed
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Communication products that are distributed by members of our families outside of our homes
    - (1) Identification of the products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of Communication products within Trading Area
  - a. Identification of the producers
    - (1) Pencil companies
    - (2) Sign manufacturing companies
    - (3) Book binding companies
  - b. Situations relating to communication production
    - (1) Producing pencils
    - (2) Production of signs
    - (3) Binding books - supplying covers
  - c. Tasks in Communication production
    - (1) Feeding wood into machines
    - (2) Lettering of signs
    - (3) Bindery woman
3. Processors of Communication Products
  - a. Identification of Processors
    - (1) T.V. radio repair
    - (2) Engraving equipment and supply company
    - (3) Answering services

- b. Situations
  - (1) Servicing televisions
  - (2) Receiving and delivering messages to customers
- c. Tasks
  - (1) Checking T.V. tubes
  - (2) Fill orders from customers
  - (3) Answering telephone
- d. Workers
  - (1) Technicians - repairmen
  - (2) Stock boy
  - (3) Telephone Operator

#### 4. Distributors of Communication products in our Trading Area

- a. Identification of distributors
  - (1) Postal Workers
  - (2) Libraries
  - (3) News vending companies
- b. Situations
  - (1) Delivery of mail
  - (2) Lending books
  - (3) Sales of Newspapers
- c. Tasks
  - (1) Sorting mail
  - (2) Reshelving books
  - (3) Delivering daily news
- d. Workers
  - (1) Mail sorters
  - (2) Library workers
  - (3) News boys

#### Sample Speaking Vocabulary

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#### Producers, Processors, and Distributors of products related to Communication in our Neighborhood

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communication	address	directory	invitation
postage	write	read	pencil
letter	mail	your	transmission
speedometer	ignition	distributor	clutch
fender	battery	guage	lubrication
pressure	post	post office	signs
lettering	bindery	license	technician
information	messenger	maintenance	repairs

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: TRANSPORTATION

Core VI: Producers, Processors, and Distributors in the Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO TRANSPORTATION AND CARRIERS IN THE TRADING AREA

1. Transportation products and/or services of the members of our families outside of our homes
  - a. Transportation products that are produced outside of our homes by our families
    - (1) Identification of the product
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - b. Transportation services produced outside of our homes by our families
    - (1) Identification
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Transportation products that are processed by members of our families outside of our homes
    - (1) Identification of products processed
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Transportation products that are distributed by our families outside of our homes
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
- ....
2. Producers of Transportation products within the Trading Area
  - a. Identification of the producers and services
    - (1) Casting companies
    - (2) Glass manufacturing companies
    - (3) Trailer and camping companies
  - b. Situations relating to Transportation products
    - (1) Making castings for wheels
    - (2) Manufacturing glass for vehicles
    - (3) Building trailers and camping equipment
  - c. Tasks in transportation production
    - (1) Moulders
    - (2) Glass cutters
    - (3) Insulators
3. Processors of Transportation products
  - a. Identification of processors
    - (1) Transmission Shops
    - (2) Tugboat companies
    - (3) Steel companies



- b. Related Situations
    - (1) Repairing transmissions
    - (2) Towing large vessels to port
    - (3) Re-working railroad tracks
  - c. Related Tasks
    - (1) Tearing down transmissions
    - (2) Tying ships to docks
    - (3) Replacing cross ties on tracks
  - d. Related Workers
    - (1) Mechanics
    - (2) Deck Hards
    - (3) Section man
4. Distributors of transportation products in our Trading Area
- a. Identification of distributors
    - (1) Industrial parts supply houses
    - (2) Automotive accessory dealers
    - (3) Water craft dealers
  - b. Related Situations
    - (1) Supply parts for vehicles
    - (2) Selling automotive accessories
    - (3) Selling water craft to customers
  - c. Related Tasks
    - (1) Keeping parts in order and in bins
    - (2) Delivering mirrors, etc., to car dealers and agencies
    - (3) Hitching boat trailers to cars
  - d. Related Workers
    - (1) Parts department workers
    - (2) Delivery boys
    - (3) Pzrts helper

#### Sample Speaking Vocabulary

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#### Transportation Producers, Processors and Distributors in the Trading Area

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builders	casting	transmission	industrial
pilot	moulding	tug boat	automotive
driver	insulating	towing	accessory
navigator	pre-fabricated	vessels	crafts
hostesses	casting	tying	hitch
fare	siding	cross-tie	parts department
		mechanics	
		deck hand	
		section man	



DESIGN FOR DAILY LIVING: Curriculum Development

Problem: CLOTHING

Core VI: Producers, Processors, and Distributors in the Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO CLOTHING  
IN THE TRADING AREA

1. Clothing products and/or services of the members of our families outside of our homes
  - a. Clothing products that are produced outside of our homes by our families
    - (1) Identification of the product
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - b. Clothing services produced outside of our homes by our families
    - (1) Identification of the services
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Clothing products that are processed by members of our families outside of our homes
    - (1) Identification of products processed
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Clothing products that are distributed by members of our families outside of our homes
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of Clothing products within the Trading Area
  - a. Identification of the producers
    - (1) Textile manufacturers
    - (2) Clothes designing companies
    - (3) Shoe making companies
  - b. Situations relating to clothing production
    - (1) Making plastic products
    - (2) Producing pattern designs
    - (3) Making and/or remaking shoes
  - c. Tasks in Clothing production
    - (1) Filling molding machines with powders and/or pellets
    - (2) Sending designs to publishers
    - (3) Altering shoes - styles and repairs
  - d. Workers related to Clothing Production
    - (1) Textile plant workers
    - (2) Envelope machine operators
    - (3) Cobbler and helper
3. Processors of Clothing Products
  - a. Identification of processors
    - (1) Jewel cutters
    - (2) Shoe shining companies
    - (3) Leather and reptile processing plants

- b. Related Situations
    - (1) Finishing and cutting raw material for jewelry
    - (2) Shining shoes of customers
    - (3) Processing skins and leather
  - c. Related Tasks
    - (1) Operating tumbling machines
    - (2) Applying polish and buffing
    - (3) Tooling the skins - imprinting the repeating pattern on the leather
  - d. Related workers
    - (1) Machine operators
    - (2) Shoe shine boys
    - (3) Toolers
4. Distributors of clothing products in our Trading Area
- a. Identification of Distributors
    - (1) Uniform companies (rental establishments)
    - (2) Millinery shops
    - (3) Furriers
  - b. Related Situations
    - (1) Renting uniforms or other clothing
    - (2) Selling hats to customers
    - (3) Selling furs and fur products
  - c. Related Tasks
    - (1) Check clothing for any needed repairs
    - (2) Boxing hats
    - (3) Pulling purchases from cold storage and stock rooms
  - d. Related Workers
    - (1) Clothing checkers
    - (2) Hat boxers
    - (3) Stockroom workers

#### Sample Speaking Vocabulary

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#### Producers, Processors, and Distributors related to Clothing in the Trading Area

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seamstress	textile	jewels	uniforms
tailors	plastic	reptile	rental
alterations	synthetic	tumbling	millinery
hemming	pattern	fluff and finish	furrier
altering	cobbler	buffing	cold storage
adjusting	letting out seams	design	tooling
cleaning	pellet	tooler	laundry
dye	family-finish	buckle	mangle
mend	rinse	tint	wring
wringer	tape	baste	fastener
goods	lining	pattern	shears
bleach	detergent	extractor	solvent
production	remnant	satin	rayon
re-finish	vat	dissolve	chemical

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: NON-OCCUPATIONAL ACTIVITIES

Core VI: Producers, Processors, and Distributors in our Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO NON-OCCUPATIONAL ACTIVITIES IN OUR TRADING AREA

1. Producers and/or Services of the members of our families outside of our homes as related to Non-Occupational Activities
  - a. Products related to Non-occupational activities that are produced outside the home by our families
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - b. Services relating to Non-occupational activities produced outside of our homes by our families
    - (1) Identification of the services
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - c. Products relating to Non-occupational activities that are processed by members of our families outside of our homes
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
  - d. Products related to Non-occupational activities that are distributed by members of our families outside the home
    - (1) Identification of products
    - (2) Workers
    - (3) Situations
    - (4) Tasks
2. Producers of products relating to Non-occupational activities within the trading area
  - a. Identification of the producers
    - (1) Bowling supply manufacturing companies
    - (2) Artistic Materials and equipment supply stores
    - (3) Luggage manufacturing companies
  - b. Situations relating to production of non-occupational activity products
    - (1) Manufacturing bowling equipment
    - (2) Providing art materials
    - (3) Producing luggage and related items
  - c. Related tasks
    - (1) Sizing holes in bowling balls
    - (2) Assembling "kits and sets" of supplies
    - (3) Checking completed cases
  - d. Related workers
    - (1) Assembly line workers
    - (2) Packers
    - (3) Checkers
3. Processors of products relating to Non-occupational Activities

- a. Identification of the processor
    - (1) Amusement parks
    - (2) Marine service companies
    - (3) Catering service
  - b. Related Situation
    - (1) Entertaining people with amusement rides, etc.
    - (2) Maintaining and storing boats
    - (3) Caterer for parties
  - c. Related Tasks
    - (1) Operating rides
    - (2) Painting boats with protective coating
    - (3) Decorating cakes for parties
4. Distributors of products relating to Non-Occupational Activities in our Trading Area
- a. Identification of the distributors
    - (1) Amusement equipment delivery stores
    - (2) Athletic and sport supply houses
    - (3) Hotel supply houses
  - b. Related Situations
    - (1) Setting up carnival rides
    - (2) Supplying athletic equipment to stores and dealers
    - (3) Distributing supplies to hotels
  - c. Related Tasks
    - (1) Placing rides and parts in proper position
    - (2) Delivering athletic equipment to stores
    - (3) Parking proper amounts of supplies in boxes
  - d. Related Workers
    - (1) Carnival roustabout
    - (2) Delivery boys
    - (3) Packers

Sample Speaking Vocabulary

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Producers, Processors, and Distributors of products and services used in  
Non-Occupational Activities

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artistic	luggage	supply	decorate
amusement	assembling	protective	cater
marine	tugboat	hobby	vocation
appreciate	recreation	camera	entertainment
jewelry	luxury	success	

SUGGESTED MATERIALS  
FOR  
DEVELOPMENT OF  
SOCIAL AND FUNCTIONAL SKILLS

SUGGESTED MATERIALS

FOR

DEVELOPMENT OF

SOCIAL AND FUNCTIONAL SKILLS



### Primary Materials

1. Refer to book lists in Curriculum Guide
2. Red, Blue, & Green Books  
Learning to Think Series  
Science Research Associates, Inc.  
259 East Erie Street  
Chicago, Illinois
3. Botel, Spelling & Writing Patterns - Book A  
Follett Publishing Company  
1010 West Washington Blvd.  
Chicago, Illinois
4. Rainbow Dictionaries, Windell Wright \$4.95  
World Publishing Company  
New York, New York
5. Billy's Friends (annotated)  
Follett Publishing Company  
Chicago, Illinois
6. Contiental Press - (Liquid Duplicators) (All level I for Primary Cores)  
127 Cain Street, N.W.  
Atlanta 3, Georgia  
(Perhaps can be ordered through Newton's, All Florida School Supply)
7. State Adopted Text Books - B ook Depository
  - a. Arithmetic - We Begin Numbers \* More About Numbers  
More About Numbers - Teachers Edition
  - b. Health Education - Happy Days With Our Friends also  
Good Times With Our Friends  
Teacher's Edition
  - c. Scott, Foresman and Company
  - d. Social Studies - At Home (primer) also teacher's ed.  
\$1.72  
At School - (for Core III) also teacher's  
edition \$1.80  
  
Scott, Foresman, & Company  
Chicago, Ill. 60611  
Atlanta, Ga. 30305

## BOOKS FOR YOUR LIBRARY

Arithmetic Games, Enoch Dumas (2nd Edition) Fearon Publishers  
2263 Union St., San Francisco, Calif.

Living Together in the Modern World, 8 Volumes-Creative Educational  
Society, Inc., Mankato, Minn.

The volumes are one for each of following subjects:  
Food, Shelter, Natural Resources, Human Resources,  
Clothing, Transportation, Communication and Index

The Rainbow Dictionary, Wendell Wright, The World Publishing  
Company - Cleveland and New York

Distinguished Melmont, Look-Read-Learn Books, Melmont  
Publishers, Inc. Chicago, Ill.

Such books titles as: \$2.50 each

About Jack's Dental Check-up by Ruth Jubelier

About News and How It Travels

About Our Weather

At Books such as:

At the Bank, At the Dry Cleaners

Good Times Books such as:

Good Times With Maps

A Hotel Holiday Carla Green

Noisy Books, published by Harper and Brothers Publishers,  
N.Y.- such as:

The Country Noise Book Margaret Wise Brown

The Noisy Book Margaret Wise Brown (Shelters & Seasons)

The Seashore Noisy Book

Children's Press, The True Book Series, Chicago 7, Ill. \$2.00  
such as:

True Book of: Your Body and You  
Trees  
Plants We Know  
Conservation

True Book of: Sounds We Hear, Illa Podendorf

I Want to be Series: Such as:

I Want to be a Policeman

### Suggested Elementary Filmstrips

Eye Gate House Inc.  
146-01 Archer Avenue  
Jamaica, N.Y. 11435

#### Primary

Core I - (150)	Picture Stories - Readiness
Core I - (121)	Social Studies - Rhymes - Readiness
Core I - III(66)	Story of Our Holidays
Core I - III(7-25)	Oaktree - (Seasons) (Records and filmstrips)
Core III - (ME-90)	Let's Go and Learn

#### Intermediate

Core IV - (107)	Some Neighborhood Helpers
Core IV - (96)	Our Neighborhood Workers
Core IV - (66)	Story of Our Holidays

Medical Books for Children, Upper Mid-West Building \$2.75  
Minneapolis, Minnesota

Dear Little Mumps Child  
Dentist's Tools  
Doctor's Tools  
How We Hear  
Karen Gets a Fever  
Lefty (story of lefthandedness)  
Michael Gets the Measles  
Fenny the Medicine Maker (story of Penicillin)  
Peter Gets the Chicken Pox  
Red Man, White Man, African Chief (story of skin color).  
Twins, Why Glasses?

The Little Farmer by Margaret Wise Brown, E. M. Hale & Co.  
Eau Claire, Wisconsin

My Family, by Miriam Schlein, Abelard-Schuman, New York  
(good for Core I)

Mine for Keeps, Jean Little, Little Brown Publishers, \$3.75  
(Cerebral Palsy) (8-12 C.A.)

The Land of Silence, Wright, Friendship Press, 475 Riverside Drive  
New York 27, New York \$2.95

Mary Lou and Johnny, Mildred Hank, Franklin Watts Publishers \$2.95  
575 Lexington Ave., New York 22, N.Y.  
(Handicapped Children in Public Schools)

G. P. Putnam's Sons, New York \$1.86 LET'S GO BOOKS ( Inside  
jacket covers show related subject areas and  
activities, art, social studies, English,  
arithmetic, and science)

such as: Let's Go to a Clothing Factory by Harry Lazarus  
Other books are: LET'S GO

To an Airport  
To an Art Museum  
To a Bakery  
To a Bank  
To a Ballet  
To a Candy Factory  
To the Capitol  
To a Circus  
To a City Hall  
To a Concert  
To a Dairy  
To a Dentist  
To a Farm  
To the F.B.I.  
To a Firehouse  
To a Freightyard  
To a Garage  
To a Harbor  
To Watch a Building Go Up

To a Hospital  
To the Library  
For a Nature Walk  
To a Newspaper  
To a Planetarium  
To a Police Station  
To a Post Office  
To a Rocket Base  
To a Sanitation Dept.  
To a Rubber Plant  
To a School  
To a Steel Mill  
To a Super Market  
To the Supreme Court  
To the Telephone Co.  
To a Television Station  
To the U.N. Headquarters  
To the U.S. Mint  
To the White House  
To the Zoo

Benefic Press, 1900 N. Narragansett, Chicago 39, Ill. (about \$1.35)  
 Supplementary Science, What Is It Series such as:  
What is a Plant? What is a Season? What is Electricity?

The How Series such as:  
How We Get Our Mail How Airplanes Help Us

Home Environment Series

Our Day	Readiness	\$1.14	
Our Way	PP	1.14	Primary Cores.
Our Family	P	1.20	
Our Home and School	1	1.41	Core I
Our Neighborhood	2	1.65	Core II
Our Community	3	1.95	Intermediate Cores

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	<u>Reading</u>	<u>Interest</u>	
School and Play	1	1-2	\$1.47
Making Friends	2	2-4	1.65

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What is a Plant? What is a Season? What is Electricity?

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Our Community	3	1.95	Intermediate Cores

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	<u>Reading</u>	<u>Interest</u>	
School and Play	1	1-2	\$1.47
Making Friends	2	2-4	1.65



## AYER'S SPELLING SCALE

In order to provide a standard series of words for measuring spelling achievement, Monroe adopted from Ayer's Scale a list of 80 words, arranged for grades I-II, III-IV, and VII-VIII. The scale appears on the back page of the test blank.

The score for each list is the percentage of words correct. If a child for example, gives 8 of the 10 words correctly, his score is 80. Score separately oral and written production. Begin with List I-II. If the child receives a score of 50 or more on a list, give the next higher list. If he received less than 50, do not give a higher list. Translate the scores into grade-equivalent scores from the following table.

	List I-II	List III-IV	List V-VI	List VII-VIII
Raw Score	Grade Score	Grade Score	Grade Score	Grade Score
0	1.0	1.6	2.3	3.4
10	1.3	1.8	2.6	3.8
20	1.5	2.0	2.8	4.5
30	1.7	2.2	3.1	4.7
40	1.8	2.5	3.4	5.0
50	2.1	2.8	3.7	5.3
60	2.3	3.1	4.1	5.7
70	2.5	3.5	4.6	6.3
80	2.7	4.0	5.5	7.1
90	3.1	4.7	6.5	8.5

Count 100% as 90% except in instances whereby the child would be penalized. Average the scores for oral and written spelling separately. The following example will illustrate the use of the scale: A child was given List I-II orally, making a score of 100. He was then given List III-IV, scoring 70. Since 70 is greater than 50, he was given List V-VI, scoring 40. His grade scores were 3.1 for List I-II, 3.5 for List III-IV, and 3.4 for List V-VI. He would, therefore, be ~~penalized~~ by counting the 100 as 90 in List I-II, since the grade score of 3.1 is less than that of the next two lists. His average for oral spelling, omitting 3.1 was therefore, the average between 3.4 and 3.5 or 3.45. In written spelling, he scores 100 on List I-II, 50 on List III-IV, and 20 on List V-VI. His grades were 3.1, 2.8, and 2.8 on each list. In written spelling, he was credited with the good performance on List I-II and his average for written spelling was 2.9. He was, therefore, better in oral than written spelling. His average spelling grade, to be recorded on the first sheet on the blank, was the average between 3.45 and 2.9, or 3.2.

TEACHER TESTING - INFORMAL CHECK ON READING LEVEL  
Oral Reader Test - Form 6T  
Weekly Reader

General Procedures:

1. Test a beginning and end of the school year.
2. Place in reading group initially based on test results.
3. Start at a lower reading level than at the close of the previous year.

Levels of Reading:

1. Free reading level: read independently with ease and comprehension - no less than 90% on test.
2. Instructional level: highest level of reading with success under teacher's guidance - no less than 75% score on test.
3. Frustration reading level: inability to comprehend - 50% or less score on test.

Informal Tests:

1. Word Recognition Test

If pupil misses in any one list more than five words, thus scoring less than 75%, the grade reader indicated at the top of the list is too difficult for him.

<u>1st Reader</u>	<u>2nd Reader</u>	<u>3rd Reader</u>	<u>4th Reader</u>	<u>5th Reader</u>
the	like	many	air	above
a	one	to	cock	were
and	girl	time	know	kept
I	no	thing	said	also
too	old	way	noise	beautiful
mother	me	other	dress-	fashion
is	do	when	bark	stove
you	with	their	string	invite
come	for	would	through	float
father	her	work	across	empty
little	it	night	over	heard
said	away	off	floor	other
big	are	old	wash	hundred
in	red	again	while	careful
here	they	water	beauty	wonderful
go	are	took	hard	different
can	some	know	anything	lovely
we	want	please	behind	whole
play	walk	next	build	indeed

\*Adapted from material in Program Planning for Special Adjustment Classes, Department of Special Education, Miami: Dade County Board of Instruction, 1958. pp. E-2 to E-5.

TEACHER TESTING -- INFORMAL CHECK ON READING LEVEL (continued)

2. Comprehension test

If pupil misses more than 75% of the reading and fact questions combined, the grade reader indicated is too difficult for him.

A. 1.5 Reader

A dog saw a cat. The dog said, "I can catch you."  
The cat said, "We shall see."  
The cat ran. The dog ran after him. The cat ran up a tree.  
The cat said, "Catch me if you can."

What did the dog think he could do to the cat? (catch it)  
What did the dog do? (ran after the cat)  
Where did the cat run? (up the tree)

B. 2.5 Reader

A boy had a dog and a black pony that were friends. The pony ate out of the same dish with the dog. When the little boy and the dog went into the house, the pony wanted to go with them. If the door was open, in he walked.

Who had two pets that were good friends? (a boy)  
What were the pets? (a dog and a pony)  
What did the pony want to do when the boy and the dog went into the house? (go with them)

C. 3.5 Reader

Freezing bread is a new idea. It was found by accident. Some explores went to the South Pole. It was freezing cold there all the time. The wxplorers left some food at the South Pole. Six years later, the explorers went back. They found the food. It was still good! They thawed the bread and ate it. When the men came back to the United States, they told about the bread. A baker decided to freeze the bread for his customers. You can now buy frozen bread. It can be kept in a deep freezer.

How long was it before the explorers returned to the South Pole? ( 6 years)  
What did the men do with the bread they had left there? (thawed it and ate it)  
Who decided to freeze bread to sell? (a baker)

D. 4.5 Reader

Animals have many different kinds of tongues. They are often used as tools. The cat has a very rough tongue. It is used as a file. The cat easily licks meat from bones with its tongue. Most dogs have flat tongues. They are flat at the edges. A dog lapping water can curl the edge of its tongue to lift water into its mouth. The anteater has a long, sticky tongue. This animal pushes its tongue into anthills.

For what do animals use their tongues? (tools)  
What animal uses its tongue as a file? (a cat)

What does a dog do to life water into its mouth?  
(curl the edge of its tongue)  
How does an anteater get its food? (pushes its  
tongue into anthills)

E. 5.5 Reader

Some of the strangest houses in the world are those built by the birds and animals.

Those weaverbirds of Africa built apartment houses of grass. Hundreds of weaverbirds live in separate "rooms" in one big apartment house.

Some birds like houses that are nothing but cellars.

Prairie dogs dig holes under-ground for their homes.

Raccoons like to live "upstairs". They like holes high in hollow trees.

Squirrels also like this kind of home.

Otters like houses with a "river view." These animals make their homes in the banks of streams.

What kinds of birds build apartment houses of grass?  
(weaverbirds)

Where do prairie dogs make their homes? (under ground)

Name two animals that like to live "upstairs".  
(raccoons and squirrels)

What animal likes a "river view"? (otter)



ALPHABETICAL LIST OF DOLCH'S FIRST THOUSAND  
WORDS FOR CHILDREN'S READING  
(Graded for Special Pupils)<sup>2</sup>

*a	pp	baby	pp	blind	4	cake	p	clear	2
above	p	back	p	blood	4	calf		climb	1
about	2	bad	p	blow	2	*call	p	clock	p
accident	3	bag	1	*blue	p	*came	p	close	2
ache	4	bake	2	board	2	camp	3	cloth	2
across	1	ball	p	boat	1	*can	pp	clothes	2
act	3	balloon	2	body	3	candy	1	cloud	3
address	3	banana		bone	3	cap	2	clown	2
afraid	1	band	3	book	1	captain	4	coal	2
*after	p	bandage	3	born	3	car	pp	coat	1
afternoon	2	bank	3	#bottle	2	card	3	cocoa	3
#again	p	bark	2	bottom	2	care	1	*cold	1
against	3	barn	p	bow	4	careful	2	color	1
ago	2	basket	1	bowl	4	careless		*come	pp
air	2	bath	2	box	p	*carry	2	company	3
airplane	1	bathe		boy	pp	case	3	cook	2
*all	p	*be	p	branch	3	cat	p	cooky	2
almost	2	bean(s)	2	brave	2	catch	1	cool	2
alone	2	bear	1	bread	p	cause	3	copy	3
along	1	beat	3	break	3	cent	3	corn	1
already	3	beautiful	2	breakfast	2	center	3	corner	2
also	2	#because	2	brick	3	chain	4	cost	3
#always	1	#bed	1	bridge	2	chair	p	cough	
*am	pp	bee		bright	2	chalk		#could	1
*an	p	#before	2	#bring	1	chance	3	count	1
*and	pp	#been	1	broke	2	change	2	country	1
angry	2	began	1	broken	4	cheek	4	course	3
animal	1	begin	2	broom		chicken	2	cousin	3
another	1	begun		brother	2	chief	4	cover	1
answer	2	behind	1	brought	2	child	2	cow	p
ant		believe	2	*brown	p	children	p	cracker(s)	
#any	1	bell	1	bug	2	chimney		crayon(s)	
anything	2	belong	2	build	2	chin	4	cream	2
apple	p	bend		building	2	chocolate	4	creek	1
*are	pp	beside	2	built	2	choose	2	cross	1
arm	1	#best	1	bump	4	Christmas	1	crowd	
*around	p	#better	1	burn	2	church	3	crown	
*as	1	between	2	burnt		circle	3	cry	
#ask	p	bicycle	3	bus	2	circus	1	cup	
*at	pp	*big	pp	busy	2	city	1	cupboard	
#ate	pp	bill	2	*but	p	class	3	curtain	
aunt	2	bird	p	butcher	3	#clean	2	#cut	
automobile	2	birthday	1	butter	2				
awake	2	bit	2	butterfly					
*away	pp	bite	2	button	2				
		*black	p	#buy	1				
		blackboard		*by	p				
		bleed	4						
		bless							

<sup>1</sup>Dolch, Edward W. Problems in Reading. Champaign, Illinois: Garrard Press, 1948. pp. 123-129.

\*Word included in easier half of Dolch's list of 220 basic sight vocabulary

#Word included in harder half of Dolch's list of 220 basic sight vocabulary

<sup>2</sup>Tudyman, Al, and Groelle, Marvin. A Functional Basic Word List for Special Pupils. Pittsburgh: Stanwix House, 1958. 63 pp.

dance	1	each	1	face	1	game	p	*had	p
danger	1	ear	1	fair	2	garage	3	half	1
dark	1	early	1	#fall	p	garden	1	hall	2
date	2	earth	3	family	1	gate	1	hammer	3
day	p	Easter	3	#far	1	#gave	p	hand	1
dead	3	east	3	farm	p	*get	p	handkerchief	2
dear	1	easy	1	farmer	1	gift	3	hang	2
deep	2	*eat	pp	fast	p	girl	pp	happy	p
dentist	3	edge	2	fat	1	*give	p	hard	1
desk	3	egg	p	father	pp	glad	1	*has	pp
did	pp	#eight	2	feather	5	glass	1	hat	1
die	3	either	2	feed	1	*go	pp	*have	pp
different	2	elephant	1	feel	2	#goes	1	*he	pp
dinner	p	eleven	3	feet	1	*going	p	head	p
dig	3	else	2	fell	1	gold	2	hear	1
dime	3	empty	4	fellow	4	golden		heard	1
dining	3	end	1	felt	2	gone	1	heart	3
dirt	2	engine	4	fence	2	*good	pp	heavy	2
dirty		enough	2	few	2	goodbye	p	hello	1
dish	1	eraser		field	2	#got	1	*help	pp
*do	p	even	2	fight	2	grade	2	hen	4
doctor	3	evening	2	fill	1	grain	5	*her	p
#does	1	ever	1	*find	pp	grandfather	1	*here	pp
dog	pp	#every	p	fine	1	grandmother	1	herself	2
doll	p	everything	1	finger	3	grass	1	hid	2
dollar	3	except	3	finish	2	gray	1	hide	1
#done	2	expect	3	fire	1	great	2	high	1
*don't	1	eye	1	#first	1	*green	p	hill	1
door	p			fish	1	grew	1	*him	p
double	3			fit	3	grocery	3	himself	2
*down	pp			*five	1	ground	1	*his	p
#draw	1			fix	3	#grow	1	hit	2
drawer				flag	2	guess	p	#bold	1
dream	2			floor	1			hole	2
dress	1			flower	1			home	p
#drink	1			*fly	1			hope	2
drive	2			follow	2			horse	1
drop	1			food	1			#hot	1
drug				foot	2			hour	3
dry	1			*for	pp			house	pp
duck	1			forget	2			#how	p
due	2			forgot	2			hundred	3
				fork	4			hung	3
				forth				hungry	1
				#found	p			hunt	2
				#flour	p			hurry	1
				fresh	2			#hurt	1
				friend	pp				
				frog	4				
				*from	p				
				front	1				
				fruit	1				
				#full	1				
				*funny	p				
				fur	4				
				furniture	5				



*I	pp	lady	3	#made	p	nails	1	page	2
ice	2	laid	3	mailman	2	name	p	pail	3
*if	1	lake	3	*make	p	nap	2	pain	4
*in	pp	lamb	3	man	p	napkin		paint	1
indoors		lamp	2	#many	1	near	1	pair	3
inside	1	land	2	march	3	neck	3	pan	2
instead	3	lap		mark	3	need	1	pants	4
*into	p	large	2	market	2	neighbor	3	paper	1
iron	3	last	1	matter	2	neither	3	parade	2
*is	pp	late	2	*may	pp	nest	1	part	2
*it	pp	#laugh	p	#me	pp	#never	1	party	p
*its	1	lay	1	mean	3	#new	p	pass	3
		lead	3	measure	3	next	1	past	2
		leaf	2	meat	2	nice	2	paste	3
juice	4	learn	2	medicine	5	nickel	1	path	3
*jump	pp	leather	5	meet	2	night	p	pay	2
#just	1	leave	2	men	1	nine	2	peach	4
		leaves	1	mend	4	*no	p	peas	2
		led	4	net	1	noise	1	pen	3
#keep	1	left	1	niddle	2	none	1	pencil	3
kept	3	leg	1	right	2	noon	2	penny	1
kick	3	lemonade		mile	3	nor	3	people	1
kill	3	lesson	3	milk	p	north	3	pet	p
#kind	1	#let	pp	mill	3	nose	1	#pick	1
king	3	letter	1	mind	3	*not	pp	picnic	2
kiss	3	lettuce	3	mine	2	note	3	picture	p
kitchen	2	lie	3	minute	2	nothing	1	pie	p
kitten	4	lift	2	mirror	5	#now	p	piece	.
knee	3	#light	2	miss	2	number	2	pig	p
knew	2	*like	p	Miss	1	nurse	3	pillow	4
knife	4	line	2	money	3	nut	1	place	3
knock	3	lion	2	monkey	3			plain	4
know	p	lip	3	month	2			plant	2
		listen	2	moon	3	oak	4	plate	2
		*little	1	more	1	ocean	3	play	pp
		#live	p	morning	2	*of	p	#please	p
		load	2	most	1	#off	1	pocket	1
		#long	1	mother	pp	office	3	point	2
		*look	pp	mountain	2	often	2	policeman	1
		lost	1	mouse	4	oh	p	pond	4
		lot	2	mouth	1	*old	p	pony	3
		loud	2	move	1	*on	pp	poor	1
		love	2	Mr.	1	#once	1	porch	2
		low	3	Mrs.	1	*one	pp	post	3
		lunch	2	#much	1	#only	1	pot	2
				music	3	#open	p	potatoes	2
				*must	p	#or	p	pound	3
				*my	pp	orange	1	present	2
				*myself	2	other	1	press	4
						ought	5	#pretty	p
						#our	p	#pull	1
						*out	p	puppy	3
						outdoors		*put	p
						outside	2	puzzle	4
						*over	p		
						overalls			
						#cwn	1		

quarter	3	#say	p	smell	1	summer	1	tired	1
queen	3	school	p	smile	2	sun	p	*to	pp
question	3	scissors	4	smoke	3	supper	1	#today	1
quick	2	scooter	p	snow	1	suppose	2	toe	3
quiet	2	sea	3	*so	p	sure	2	#together	1
quite	4	season	3	soap	3	surprise	p	told	1
		seat	2	socks	1	sweater	1	tomatoes	2
rabbit	p	second	2	soft	1	sweep	4	tomorrow	1
race	2	*see	pp	sold	2	sweet	1	tongue	4
radio	2	seed	1	soldier	4			*too	pp
rag	4	seem	2	*some	p	table	1	took	p
rain	1	seen	1	something	p	tail	p	tooth	4
*ran	pp	self	3	sometime	1	#take	p	top	1
rather	3	sell	2	song	1	talk	1	touch	3
reach	2	send	2	*soon	p	tall	1	towel	4
#read	p	sent	3	sore		taste	2	town	1
ready	p	serve	3	sorry	5	teach	3	toys	pp
real	2	set	2	sound	2	teacher	1	trade	4
reason	3	#seven	2	soup	3	tear	3	train	pp
*red	p	several	3	south	3	teeth	1	tree	p
remember	2	shadow	4	space	3	#tell	p	tried	4
rest	pp	shake	3	speak	3	*ten	1	trip	2
ribbon	3	#shall	2	spoke	4	tent	4	truck	1
rich	3	shape	3	spoon	4	than	1	true	2
*ride	pp	*she	pp	spot	3	#thank	p	#try	1
#right	p	sheep	1	spread	3	Thanksgiving	3	tub	3
ring	1	shine	1	spring	1	*that	p	turn	pp
river	1	ship	3	square	3	*the	pp	turtle	4
road	1	shirt	3	squirrel	1	#their	1	twelve	3
robin	1	shoe	1	stairs	3	#them	p	twenty	3
rock	3	shook	4	stand	1	#then	p	*two	p
roll	1	shop	2	star	3	#there	p		
roof	2	short	2	#start	1	#these	1	ugly	4
room	1	should	2	station	2	#they	pp	uncle	2
rooster	4	shoulder	4	stay	1	thick	3	*under	p
root	4	#show	1	step	1	thin	3	umbrella	2
rose	3	shut	2	stick	1	thing	p	until	1
#round	1	sick	2	still	1	#think	1	*up	pp
row	3	side	1	sting	4	third	3	#upon	1
rub	3	sign	1	stocking(s)	3	thirsty		#us	p
rubbër	3	silk	3	stomach	4	*this	pp	#use	1
rug	2	silver	3	stone	1	#those	2		
ruler		#sing	p	stood	1	though	3	valley	
*run	pp	sir	3	*stop	p	thought	2	#very	
		sister	1	store	p	thousand	3	visit	
*said	pp	#sit	p	storm	2	*three	p		
sail	3	#six	1	story	p	throat	4	wagon	pp
salt	3	size	3	stove	2	through	2	wait	1
same	2	skates	2	straight	2	throw	3	wake	1
sand	1	skin	2	street	1	thumb	5	#walk	p
sandwich	4	skirt	4	string	1	ticket	3	wall	2
sat	p	sky	1	strike	4	tie	2	#want	pp
save	2	sleep	pp	strong	1	till	3	war	3
*saw	pp	slip	3	such	2	time	2		
		slow	1	sugar	3	tire	3		
		#small	1	suit	2				

#warm	1	#where	p	world	2
*was	p	whether	3	#would	1
#wash	1	#which	1	wrap	4
waste	3	while	1	#write	2
watch	1	whisper	4	wrong	3
water	p	#white	p		
wave	2	*who	p		
way	p	whole	3	yard	1
*we	pp	whom	3	year	1
wear	;	whose	3	*yellow	p
weather	2	#why	1	*yes	p
week	1	wide	2	yesterday	1
#well	1	wild	3	yet	3
*went	pp	*will	p	*you	pp
#were	pp	win	2	young	2
west	3	wind	1	your	p
wet	1	window	p		
*what	pp	wing	1		
wheat	3	winter	1		
wheel	2	#wish	1	zipper	4
#when	p	*with	pp		
		without	2		
		woman	1		
		women	4		
		wonder	2		
		wood	1		
		wool	3		
		work	1		
		wore	2		
		#work	p		

VOCABULARY: FOOD: ALPHABETICAL LIST  
(Dolch,\* Adapted Dolch,\* and Functional Supplement)

aluminum (adj.)	*bowl-s	*chicken-s	*cucumber-s
aluminum foil	*bowlful	*chicken farm	*cupboard-s
*animal crackers	*boxful	chili	*cup cakes
animal products	*bread	china	*cupful
*ant-s	*breadman	*chocolate (adj.)(n)	*cup (n) (v)
appetite-s	*bread truck	*chocolate milk	.....
appetizer-s	*breakfast	choke-d	dairy-ies
*apple-s	breast-s	chop (n) (v)	dairyman
*apple butter	broccoli	chopped (adj.)	dash (n)
apple sauce	broil-ed	chopper	*date-s
apricot-s	broiler-s (2)	chore-s	*date nut bread
apron-s	*brown-ed	*church supper	degree-s
asparagus	bubblegum	cinnamon	delicious
automat-s	bunch-es	citrus fruits	delivery boy
.....	bun-s	clam-s	dessert-s
*back-s	*burn-ed	*clean (adj.) (v)	detergent-s
bacon	*burner-s	cleanser	deviled
*bagful	*burnt	*clear (adj.) (v)	diet (n) (v)
*bake-d	*busboy-s	*cocoa	*dig-dug
*baked beans	bushel-s	*coconut-s	digest-ed
*baked potato	*butcher (n) (v)	coffee	dine-d
*baker-s	*butcher shop	coffee cake	diner-s
bakery-ies	butler-s	coffee grounds	*dining room
bakery order	*butter (n) (v)	coffee pot	*dinner
baking powder	*butter beans	coffee shop	dip (n) (v)
baking sheet	.....	coke-s	direction-s
baking soda	cabbage-s	*cold	*dirty (adj.) (v)
*banana-s	cafeteria-s	*cold cuts	*dish-es
banquet-s	*cake-s	*cold drinks	*dish cloth
barbecued	cake mix	*cook (n) (v)	*dish pan
*barn-s	*cake pan	*cook book	dish drainer
baste-d	calorie-s	cooking oil	*dish towel
batter	*can (n) (v)	*cook-ies	*dish up
*bean-s	*candy-ies	*cool (adj.) (v)	*dishwasher (fixture)
*bean pot	candy bar	copper	*dishwasher (worker)
*beat	*canful	cord-s	disposal-s
beef	can labels	core-s	dissolv-d
beet-s	*canned (adj.)	cork-s	*door-s
bench-es	*can opener	*corn	dough
berry-ies	cantaloupe-s	*corn bread	doughnut
beverage-s	carbohydrate-s	corn starch	dozen
bib-s	carrot-s	cottage cheese	drain-ed
biscuit-s	carve-d	counterman-men	drain board
*bit-s (n)	casserole-s	*cover (n) (v)	*drawer-s
*bite-s (n)	catsup	crab meat	*dressing (n)
*bite-bit (v)	celery	crab-s	*drink (n)
bitter	cereal-s	*crack-ed	*drink-drunk
*blessing (n)	cereal bowl	*cracker-s	drip-ped
boil-ed	*chain store	*cream (h) (v)	*drop (n)
boiling (adj.)	*chair-s	cream cheese	*dry-dried (adj.) (v)
*bone (n) (v)	cheese	*cream pies	dull
*bottle-s	chef-s	cream pitcher	dumpling-s
*bottleful	cherry-ies	crust-s	
bottle opener	chew-ed	crust-s	



VOCABULARY: FOOD: ALPHABETICAL LIST—continued

*ear-s	frying pan	*hot dog	lukewarm
*eat-ate	*full	*hot plate	*lunch (n) (v)
*egg-s	.....	*hungry	*lunch box
*egg beater	gallon-s	*hunt-ed	*lunch room
eggshell-s	*game	hunter	.....
electric fry pan	garbage	hush puppies	macaroni
electric mixer	garbage man	.....	maid-s
electricity	garbage pail	*ice	mango-es
*empty-ied (adj) (v)	garbage truck	*ice box-es	margerine
entree	*garden-s	*ice cream	mash-ed
evening meal	garlic	ice cream cone	match-es
.....	gas	ice cream soda	mayonnaise
*farm (n) (v)	ginger	*iceman	meal-s
*farmer	ginger bread	*ice milk	meal ticket
*fat (adj)	*glass (adj) (n)	*ice pick	*measure-d
*fat-s	*glassful	icing (n)	measuring cup
faucet-s	*grade-d	instant (adj)	measuring spoon
feast (n) (v)	*grade A	*iron (adj)	*meat-s
*feed (n)	graham crackers	.....	*meat balls
*feed-fed	*grain field	jam-s	meat loaf
figs	grain products	jarful	*meat market
*fill-ed	grape-s	jello	*meat pies
*filling (n)	grapefruit	jelly-ies	medium
*fish (n) (v)	gravy	*juice (n) (v)	melon-s
fisherman	grease (n) (v)	*juice can	melt-ed
flour (n) (v)	greasy	*juice time	menu-s
flour sack	greedy	.....	meringue
flour sifter	*greens (n)	ladle (n) (v)	mild
*fly-flies (n)	grill (n) (v)	*lady fingers	*milk (n) (v)
*food-s	grind-ground	*lamb	*milk bill
food ads	grits	lard	*milk bottle
food chopper	*grocer-s	layer-s	milk carton
food grinder	*grocery bill	layer cake	*milkman
*food market	grocery cart	*leaf-leaves	milk products
food mixer	grocery list	leafy v-getables	*milk shake
*food store	*grocery store	lean (adj)	*milk truck
food strainer	*ground (adj)	*left-overs	*mill-s
food tray	*ground meat	*leg-s	mineral
*fork-s	*grow-grew	*lemon-s	mix (n) (v)
freeze-froze	gum	*lemonade	mixing bowl
freezer-s	.....	*lettuce	moist
french fries	ham	lick-ed	mold (n) (v)
*fresh	hamburgers	*light-s	moldy
fried (adj)	*handful	*light-ed (adj) (v)	morning meal
fritter-s	handle (n) (v)	lime-s	*mouse-mice
frost-ed	hard-boiled	liquid-s	*mouthful
frosting (n)	*head-s	*liver-s	muffin-s
frozen (adj)	*heart-s	loaf-loaves	muffin tins
*fruit-s	heat (n) (v)	loaf cake	mushroom-s
*fruit basket	*henhouse	.....	mustard
*fruit cake	*highchair-s	kernel-s	mustard jar
*fruit farm	homogenized milk	kettle-s	
fruit juice	honey	*kitchen-s	
*fruit pies	*hot	kitchen sink	
fry-fries	*hot chocolate	*knife-knives	

VOCABULARY: FOODS: ALPHABETICAL LIST-- continued

*napkin-s	picnic bench	radish-es	sherbert
*neck-s	*picnic grounds	raise-d	shopping center
noodles	*picnic lunch	raisin-s	shortcake
noon meal	*picnic supper	raisin bread	shred-ded
nourishment	picnic table	rare	shredder
*nut-s	*pie-s	raw	shrimp
*nutmeats	pie tin	recipe-s	sieve-s
*nut pick	*piece (n) (v)	refrigerator-s	sift-ed
nutrients	*pigs feet	restaurant-s	sift-ed
nutritious	pinch (n)	rice	*sign-s
nutshell-s	pineapple-s	rinse-d	*silver (adj)
.....	pint-s	ripe	simmer-ed
oatmeal	pit (n) (v)	roach-es	sink-s
odor-s	pitcher-s	roast (n) (v)	sip (n) (v)
oil (n) (v)	pitcherful	roaster-s	*sit-sat
okra	pizza	*roll (n) (v)	skim milk
*old	place mat	rolling pin	*skin (n) (v)
olive-s	*plant-ed	room temperature	slice (n) (v)
*one-half	plastic	*root-s	slicer
*one-quarter	*plate-s	root vegetables	*smell (n) (v)
*one-third	platter-s	rot-ted	*smoke (n) (v)
onion-s	plug (n) (v)	rotten	snack ( ) (v)
*open (adj) (v)	plum-s	rusty . . . .	snack time
*orange-s	poison (n) (v)	.....	soak-ed
orange grove	polish (n) (v)	salad-s	*soap
ounce-s	pop (n) (v)	salad dressing	soap powder
oven-s	popcorn	*salt (n) (v)	*soft drinks
over-eat	pop bottle	*salt shaker	*soup-s
oyster crackers	pork	salty	*soup bone
oyster-s	portion-s	*sandwiches	soup ladle
.....	*pot-s	sandwich grill	*soup spoon
pack-ed	*potato-es	sauce-s	sour (adj) (v)
*pancake-s	potato chips	saucer-s	sour milk
*paper (adj)	potato masher	sausage-s	spaghetti
*paper napkin	*pot holder	scald-ed	spatula-s
paper holder	*potwasher-s	scale-s	spear-s
paring knife	poultry	scour-ed	spice (adj) (n)
*party-ies	*pound-s	scramble-d	spice cake
*pass-ed	pour-ed	scrap-s	spill-ed
pastry-ies	powdered	scrape-d	spinach
*pea-s	premium	*seafood	spoil-ed
*peach-es	prepare-d	sear-ed	sponge-s
*peanut-s	preserve (n) (v)	*season-s	*spoon-s
*peanut butter	pressure cooker	*seasoning-s	*spoonful
pear-s	product (n) (v)	*seed-s	*spread (n) (v)
pecan-s	protein-s	*serve-d	squash
peck-s	pumpkin-s	*set	squeeze-d
peel-ed	pure	*shaker	stained
pepper (n) (v)	*put away	share (n) (v)	stainless steel
pepper shaker	.....	sharp	stale
persimmon-s	quart-s	sharpen-ed	stalk-s
*pick-ed	.....	shelf-shelves	starch-es
pickle (n) (v)	.....	shell (n) (v)	starchy foods
pickled (adj)		shellfish	starve-d
*picnic			steam (n) (v)



VOCABULARY:    FOODS:    ALPHABETICAL LIST \* cont

steel wool	* table-s	under-norashed
stem-s	* tablecloth-s	.....
sterilize-d	* tablespoon-s	vanilla
stew (n)(v)	* tablespoonful	veal
sticky	tangerine-s	vegetable-s
stir-red	tap (n)(v)	vegetable peeler
stool-s	* taste (n)(v)	vegetable soup
*store	tea	vinegar
*stove-s	teaspoon-s	vinegar jug
strain-ed	teaspoonful	vitamin-s
strainer	* thank-ed	.....
straw-s	* thankful	waffle-s
strawberry-ies	* thankd	waffle iron
string bean	thaw-ed	*wait on
*strong	thermometer-s	waiter-s
stuff-ed	thermos	waitress-es
stuffing(n)	* thick	*walnut-s
suck-ed	* thin	*warm (adj)(v)
sucker	* thirsty	ware-s
*sugar	* three-quarters	*washed
*sugar bowl	*time to clear the	*waste(n)(v)
sundae-s	table	*water
supermarket-s	*time to do the dishes	watermelon-s
*supper	*time to eat	washpaper
swallow-ed	*time to set the table	*well done
*sweet-s(adj)(n)	tin (adj)	*wet (adj) (v)
*sweet potatoes	tip-s	*wheat
*sweet rolls	toast(n) (v)	whip-ped
syrup	toaster	whipped cream
	* tomato-es	*white bread
	* tomato paste	*whole wheat bread
	*tongue	*wing-s
	*toothpick-s	wipe-d
	*tops (n)	*wishbone-s
	*topping (n)	*wrap-ped
	towel rack	.....
	trout	yeast
	*truck farm	
	tuna fish	
	*turn off	
	*turn on	
	turkey-s	
	turnip-s	
	*two-thirds	

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PRIMARY: BASIC

Cameron, Elizabeth. The Big Book of Real Trains. New York: Grosset and Dunlap. 1949. \_\_\_\_ p. \$1.00.

Cameron, Elizabeth. The Big Book of Real Trucks. New York: Grosset and Dunlap. 1950. 26 p. \$1.00.

Kessler, Ethel and Leonard Kessler. Big Red Bus. Garden City, New York: Doubleday. 1957. 32 p. \$2.00.

Scarry, Richard. The Great Big Car and Truck Book. New York: Golden Press. 1951. 20 p. \$\_\_\_\_.

INTERMEDIATE: BASIC

Allison, Dorothy K. About Helpful Helicopters. Chicago: Melmont Publishers. 1954. (1961 Edition) 23 p. \$2.00.

Bate, Norman. Who Built the Bridge? New York: Charles Scribner's Sons. 1954. 44 p. \$2.75.

Beim, Jerrold. Country Garage. New York: William Morrow. 1952. 48 p. \$2.00.

Clemons, Elizabeth. Wings, Wheels and Motors. New York: Grosset and Dunlap. 1958. 68 p. \$2.38.

Colonus, Lillian and Glenn W. Schroeder. At the Airport. Chicago: Melmont Publishers. 1954. 23 p. \$2.00.

Jackson, Kathryn. Trucks. New York: Simon and Schuster. 1955. \_\_\_\_ p. \$\_\_\_\_.

McCall, Edith S. How Airplanes Help Us. Chicago: Benefic Press (Beckley-Cardy) 1961. 48 p. \$1.75.

Novinger, Virginia. Skip Sees the Signs. Chicago: Albert Whitman. 1953. 32 p. \$1.75.

Podendorf, Illa. The True Book of Space. Chicago: Children's Press. 1959. (1961 Edition) 48 p. \$2.00.

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Stuart, Merrie. About the Airplane at the Airport. Chicago: Melmont Publishers. 1958. 31 p. \$2.00.

Wright, Ethel and Richard Rose. Saturday Flight. Eau Claire, Wisconsin: E. M. Hale. 1954. \_\_\_\_ p.

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Wright, Ethel. Saturday Walk. Eau Claire, Wisconsin: E. M. Hale, 1941. 32 p. \$1.68.

JUNIOR: BASIC

Bowan, Robert Sidney. The Airport: Our Link to the Sky. Racine, Wisconsin: Whitman Publishing Company. 1961. \_\_\_\_ p. \$\_\_\_\_.

Estep, Irene. Good Times with Maps. Chicago: Melmont Publishers. 1962. 31 p. \$2.00.

Kunhardt, Dorothy. Gas Station Gus. New York: Harper and Brothers. 1962. 64 p. \$2.19 net.

Wyler, Rose and Gerald Ames. What Makes It Go? New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1958. 65 p. \$\_\_\_\_.

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WORKING BIBLIOGRAPHY OF CHILDREN'S BOOKS: CLOTHES

PRIMARY: BASIC

- Clark, Kay. All By Herself. New York: Creative Playthings. 1950. 8 p.  
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- Clark, Kay. All by Himself. New York: Creative Playthings. 1950. 8 p.  
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- Ozone, Lucy. Pockets. Racine, Wis.: Whitman Publishing Co., 1960. \_\_\_\_ p.  
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PRIMARY: SUPPLEMENTARY

- Brenner, Barbara. Somebody's Slippers, Somebody's Shoes. New York: William  
R. Scott. 1957. 38 p. \$2.50.
- Gipson, Morrell. Hello Peter. Garden City, New York: Doubleday (Junior  
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- Olds, Helen D. What Will I Wear? New York: Alfred A. Knopf (Borzoi),  
1961. 40 p. \$2.50.
- Ryder, Shirley. Let's Pretend It's a Birthday. New York: Lothrop, Lee  
and Shepard. 1958. 32 p. \$2.50.

INTERMEDIATE: BASIC

- Dean, Lucille. At the Dry Cleaners. Chicago: Melmont Publishers. 1955.  
20 p. \$2.00.
- Dean, Lucille. At the Laundry. Chicago: Melmont Publishers. 1955. 20 p.  
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- McCall, Edith S. How We Get Our Clothing. Chicago: Benefic Press (Beckley  
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- McCrory, Mae. Clothes. (Little Wonder Book 205) Columbus, Ohio: Charles  
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- Nighbert, Esther. The True Book of Cloth. Chicago: Children's Press. 1955.  
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Liffing, Joan. Jim and Alan on a Cotton Farm. Chicago: Follett Publishing  
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JUNIOR: BASIC

Lazarus, Harry. Let's Go to a Clothing Factory. New York: G. P. Putnam's  
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Wollenweber, Elise M. A Picture Sewing Book. New York: Paxton-Slade Publish-  
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Brewster, Benjamin and Felix Sutton. Big Book of the Real Circus. New York  
New York: Grosset and Dunlap. 1958. 28 p. \$2.08 net.

Fiedler, Jean. The Green Thumb Story. New York: Holiday House. 1952.  
40 p. \$2.50.

Frank, Janet. Happy Days: What Children Do the Whole Day Through. New  
York: Simon and Schuster. 1955. 24 p. 75¢.

Hunter, Virginia. Little Swimmers. Chicago: Rand McNally and Co., 1960.  
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Osswald, Edith. Come Play House. New York: Simon and Schuster. 1948.  
26 p. 75¢.

Osswald, Edith. Toys. New York: Simon and Schuster. 1945. 38 P. 75¢.

Parker, Bertha Morris. Toys. Evanston, Illinois: Row, Peterson and Company.  
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Pasell, Elsa. True Book of Dogs. Chicago: Children's Press. 1961  
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Podendorf, Illa. The True Book of Pets. Chicago: Children's Press. 1954.  
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Saxon, Gladys. Tommy's Camping Adventure. New York: Golden Press. 1962. 24 p.

Schloat, G. Warren, Jr. Playtime for You. New York: Charles Scribner's  
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PRIMARY: SUPPLEMENTARY

Blough, Glenn O. An Aquarium. Evanston, Illinois: Row, Peterson. 1959.  
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Blough, Glenn O. The Pet Show. Evanston, Illinois: Row, Peterson. 1959.  
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Brown, Margaret W. The Little Brass Band. New York: Harper and Brothers.  
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Page two

Fine, Aaron. Peter Plants A Pocketful. Eau Claire, Wisconsin: E. M. Hale and Company. 1955. 32 p. \$2.00. (Special Edition. Regular Edition published by Oxford University Press.)

Friedman, Frieda. Bobbie Had a Nickel. Kenosha, Wis.: James & Jonathan Company. 1946. 30 p. \$\_\_\_\_\_.

Horwich, Frances R. Miss Frances' Story Book of Pets for the Very Young. New York: Rand McNally. 1956. 128 p. \$2.95.

Krauss, Ruth. I Can Fly. New York: Simon and Schuster. 1950. 40 p. 75¢.

Mason, Walter M. We Like to Do Things. New York: Simon and Schuster. 1949. 40 p. \$\_\_\_\_\_.

Ormsby, Virginia H. It's Saturday! Philadelphia: J. B. Lippincott Company. 1956. 31 p. \$2.00.

Pflood, Jan. The Dog Book. New York: Golden Press. 1964. 24 p. \$\_\_\_\_\_.

Sherman, Elizabeth. Merry Music Makers. Chicago: Children's Press. 1952. 26 p. \$2.50.

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Colonus, Lillian and Glenn W. Schroeder. At the Zoo. Chicago: Melmont Publishers. 1953. (1960 Edition) 23 p. \$2.00.

Corcoran, Lucille, Joel Gets a Dog. New York: Abelard-Schuman. 1958. 40 p. \$2.75.

Greene, Carla. A Hotel Holiday. Chicago: Melmont Publishers. 1954. (1959 printing). 31 p. \$2.00.

Greene, Carla. Good Times on a Motor Holiday. Chicago: Melmont Publishers. 1956. 31 p. \$2.00.

Greene, Carla. Holiday in a Trailer. Chicago: Melmont Publishers. 1955. 31 p. \$2.00.

Harmer, Mable. True Book of the Circus. Chicago: Children's Press. 1955 (1961 Edition) 44 p. \$2.00.

Podendorf, Illa. True Book of Pebbles and Shells. Chicago: Children's Press. 1954 (1961 Edition) 47 p. \$2.00.

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Zolotow, Charlotte. The Park Book. New York: Harper and Brothers. 1944.  
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Chase, Edward L. The Big Book of Horses. New York: Grosset and Dunlap.  
1951. 26 p. \$1.00.

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Frost, Bruno. Music Makers. New York: Maxon Publishers. 1957. 28 p.  
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Lynn, Gordon. Golden Book of Camping and Camp Crafts. New York: Golden  
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PRIMARY: BASIC

Berkley, Ethel. Big and Little, Up and Down. New York: William R. Scott. 1960. 46 p. \$2.50. (Reissue in one volume of The Size of It. 1950 and Ups and Downs, 1951)

Daly, Kathleen. Colors. (A Little Golden Activity Book New York: Golden Press (Simon and Schuster). 1959. 18 p. 25¢

Name the Colors. Racine, Wisconsin: Whitman Publishing Company. 1950. 8 p. \$\_\_\_\_\_.

Schlein, Miriam. Fast Is Not a Ladybug: A Book about Fast and Slow Things. Eau Claire, Wisconsin: E. M. Hale. 1953. 30 p. \$1.56.

Schlein, Miriam. Shapes. Eau Claire, Wisconsin: E. M. Hale. 1952. 30 p. \$1.75.

Selsam, Millicent. All Kinds of Babies and How They Grow. Eau Claire, Wisconsin: E. M. Hale. 1953. 40 p. \$2.00.

Witte, Pat and Eve. The Touch Me Book. New York: Capitol Publishing Co., Inc., Distributed by Golden Press, Inc., New York. 1961. 18 p. \$1.75.

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Corcos, Lucille. Joel Spends His Money. New York: Abelard-Schuman. 1954. 40 p. \$2.00.

Reed, Mary and Edith Osswald. Numbers: What They Look Like and What They Do. New York: Simon and Schuster. 1955. 28 p. \$1.00.

Schlein, Miriam. Heavy Is a Hippopotamus. Eau Claire, Wisconsin: E. M. Hale. 1954. 30 p. \$1.56.

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RESOURCES FOR PRIMARY CLASSROOM

Adams, George A. First Things: A Picture Book of Objects. New York: Platt and Munk, 1947. 48 p. \$1.00

Chambers, Selma L. The Little Golden Book of Words. New York: Simon and Schuster, 1948. 22 p. \$.25.

My Book. The Hampton Publishing Co., 1961. 10 p. \$?.

Walliser, Blair. The What's That? Book. New York: Grosset & Dunlap. 1964. \_\_\_\_ p. \$?.

Walliser, Blair. The When's That? Book. New York: Grosset & Dunlap. 1964. \_\_\_\_ p. \$?.

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Walliser, Blair. The Why's That? Book. New York: Grosset & Dunlap. 1964. 12 p. \$?.

DICTIONARIES

Courtis, Stuart A. and Garnette Watters. The Courtis-Watters Illustrated Golden Dictionary for Young Readers. New York: Simon and Schuster, 1951. 544 p. \$3.95.

Oftedal, Laura and Nina Jacob. My First Dictionary. New York: Grosset and Dunlap. 1948. 140 p. \$2.00.

Parke, Margaret B. Young Reader's Color-Picture Dictionary. New York: Grosset and Dunlap. 1958. 93 p. \$1.95.

Reed, Mary and Edith Osswald. My First Golden Dictionary. New York: Golden Press. 1957. 45 p. \$1.89.

Walpole, Ellen. Golden Dictionary. New York: Golden Press. 1944. (Twenty-eighth Printing, 1962) 94 p. \$2.99.

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Matters, Garnette and Stuart A. Courtis. The Picture Dictionary for Children.  
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Wright, Wendell W. The Rainbow Dictionary. Cleveland. World Publishing  
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Creative Educational Society, 1960. \$35.

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- Two. Shelter.
- Three. Clothing.
- Four. Transportation.
- Five. Communication.
- Six. Conservation of Human Resources.
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- Eight. Index Reference Guide

Parker, Bertha Morris. The Golden Book Encyclopedia, Volumes I-XVI.  
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Parker, Bertha Morris. The Golden Book of Science. New York: Golden Press.  
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Parker, Bertha Morris. The Golden Treasury of Natural History. New York:  
Simon and Schuster, 1952. 216 p. \$5.95.

Shapiro, Irwin. Golden Book of America. New York: Golden Press, 1957, 216 p.  
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RESOURCE MATERIALS FOR TEACHERS OF CHILDREN AND YOUTH WITH MENTAL RETARDATION

PUPILS' INDEPENDENT PLEASURE READING: BOOK SERIES

1. Benefic Press, Beckley-Cardy Company, 1900 N. Narragansett, Chicago; 39.

A. BUTTON FAMILY SERIES: Edith S. McCall

Button Family Adventures: Teacher's Manual. 1959.  
The Buttons: Bucky Button. 1960. 48 p.  
The Buttons and the Boy Scouts. 1961. 96 p.  
The Buttons at the Farm. 1961. 64 p.  
The Buttons at the Soap Box Derby. 1961. 96 p.  
The Buttons at the Zoo. 1960. 48 p.  
The Buttons and Mr. Pete. 1961. 64 p.  
The Buttons and the Little League. 1961. 96 p.  
The Buttons and the Pet Parade. 1961. 64 p.  
The Buttons and the Whirlybird. 1960. 64 p.  
The Buttons Go Camping. 1960. 96 p.  
The Buttons See Things that Go. 1960. 48 p.  
The Buttons Take a Boat Ride. 1961. 64 p.

B. COWBOY SAM SERIES: Edith Walker Chandler.

Teacher's Manual, Cowboy Sam Series. 1961. 64 p.  
Cowboy Sam. 1960. 64 p.  
Cowboy Sam and Big Bill. 1960. 47 p.  
Cowboy Sam and Dandy. 1958. 48 p.  
Cowboy Sam and Flop. 1958. 64 p.  
Cowboy Sam and Freckles. 1960. 47 p.  
Cowboy Sam and Freddie. 1959. 64 p.  
Cowboy Sam and Miss Lilly. 1958. 47 p.  
Cowboy Sam and Porky. 1952. 64 p.  
Workbook for Cowboy Sam and Porky. 1956. 32 p.  
Cowboy Sam and Sally. 1959. 95 p.  
Cowboy Sam and Shorty. 1953. 67 p.  
Workbook for Cowboy Sam and Shorty. 1956. 67 p.  
Cowboy Sam and the Airplane. 1959. 127 p.  
Cowboy Sam and the Fair. 1961. 94 p.  
Workbook for Cowboy Sam and the Fair. 1957  
Cowboy Sam and the Indians. 1954. 127 p.  
Workbook for Cowboy Sam and the Indians. 1957.  
Cowboy Sam and the Rodeo. 1959. 95 p.  
Cowboy Sam and the Rustlers. 1959. 127 p.



Pupils' Independent Pleasure Reading  
Book Series  
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1\*. Benefic Press, Beckley-Cardy Company, Chicago.--Continued

C. DAN FRONTIER SERIES: William Hurley.

Teacher's Manual, Dan Frontier Series. 1961 64 p.  
Dan Frontier, 1959. 48 p.  
Dan Frontier and the Big Cat. 1961. 64 p.  
Dan Frontier and the New House. 1961. 48 p.  
Dan Frontier and the Wagon Train. 1959. 128 p.  
Dan Frontier Goes Hunting. 1959. 64 p.  
Dan Frontier, Sheriff. 1960. 128 p.  
Dan Frontier with the Indians. 1959. 96 p.

D. PETER SERIES: Hazel W. Corson

Peter and the Big Balloon. 1959. 95 p.  
Peter and the Moon Trip. 1957. 96 p.  
Peter and the Rocket Ship. 1955. 96 p.  
Peter and the Two-Hour Moon. 1956. 96 p.  
Peter and the Unlucky Rocket. 1959. 95 p.

E. SAILOR JACK SERIES: Selma and Jack Wasserman.

Sailor Jack. 1960. 48 p.  
Sailor Jack and Bluebell. 1960. 64 p.  
Sailor Jack and Eddy. 1961. 48 p.  
Sailor Jack and Homer Pots. 1961. 48 p.  
Sailor Jack Goes North. 1961. 96 p.  
Sailor Jack's New Friend. 1960. 64 p.  
Sailor Jack and the Target Ship. 1960. 96 p.

F. TOMMY O'TOOLE SERIES: Anna D. Cordts

Tommy O'Toole and Larry. 1957. 96 p.  
Tommy O'Toole and the Forest Fire. 1958. 96 p.  
Tommy O'Toole at the Fair. 1957. 96 p.

2. The Garrard Press, Champaign, Illinois

A. FIRST READING BOOK SERIES: Edward and Marguerite Dolch.  
(Easier half of 220 Basic Sight Words and 95 Commonest Nouns)

Big, Bigger, Biggest. 1959. 64 p.  
Dog Pals. 1959. 64 p.  
Friendly Birds. 1959. 64 p.  
I Like Cats. 1959. 64 p.  
In the Woods. 1958. 64 p.



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Monkey Friends. 1958. 63  
On the Farm. 1958. 64 p.  
Some Are Small. 1959. 62 p.  
Tommy's Pets. 1958. 63 p.  
Zoo Is Home. 1956. 64 p.

1\*. Jerry Series by Florence Bottle and Easy to Read Series by Sarah Derman are not recommended.

B. BASIC VOCABULARY BOOK SERIES: Edward and Marguerite Dolch  
(220 Basic Sight Words and 95 Commonest Nouns)

Animal Stories. 1952. 163 p.  
Bear Stories. 1957. 165 p.  
Circus Stories. 1956. 166 p.  
Dog Stories. 1954. 169 p.  
Elephant Stories. 1956. 165 p.  
Folk Stories. 1952. 159 p.  
Horse Stories. 1958. 161 p.  
Irish Stories. 1958. 165 p.  
Lion and Tiger Stories. 1957. 165 p.  
Lodge Stories. 1957. 163 p.  
Navaho Stories. 1957. 165 p.  
Pueblo Stories. 1956. 166 p.  
Tepee Stories. 1956. 165 p.  
"Why" Stories. 1958. 160 p.  
Wigwam Stories. 1956. 165 p.

C. PLEASURE READING BOOK SERIES: Edward and Marguerite Dolch.  
(First Thousand Words for Children's Reading)

Aesop's Stories. 1951. 155 p.  
Andersen Stories. 1956. 165 p.  
Bible Stories. 1950. 133 p.  
Fairy Stories. 1950. 165 p.  
Famous Stories. 1955. 168 p.  
Far East Stories. 1953. 156 p.  
Gospel Stories. 1951. 131 p.  
Greek Stories. 1955. 163 p.  
Gulliver's Stories. 1960. 166 p.  
Old World Stories. 1952. 166 p.  
Robin Hood Stories. 1957. 162 p.  
Robinson Crusoe. 1958. 160 p.

D. THE DISCOVERY SERIES: Mary C. Austin, editor.

Daniel Boone

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Lafayette  
Theodore Roosevelt  
Abraham Lincoln  
George Washington Carver  
Clara Barton  
Benjamin Franklin  
Henry Hudson  
John Paul Jones  
Florence Nightingale  
Annie Oakley  
Samuel F. B. Morse  
Leif the Lucky

3. Childrens' Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607

A. I WANT TO BE SERIES: Carla Greene

BODY CARES:

I Want To Be a Dentist. 1960. 32 p.  
I Want To Be a Doctor. 1960. 32 p.  
I Want To Be a Nurse. 1959. 32 p.

COMMUNICATIONS:

I Want To Be a Librarian. 1960. 32 p.  
I Want To Be a News Reporter. 1961. 32 p.  
I Want To Be a Postman. 1958. 32 p.  
I Want To Be a Telephone Operator. 1958. 32 p.

FOODS:

I Want To Be a Baker. 1956. 32 p.  
I Want To Be a Dairy Farmer. 1957. 32 p.  
I Want To Be a Farmer. 1959. 32 p.  
I Want To Be a Fisherman. 1957. 32 p.  
I Want To Be a Orange Grower. 1956. 32 p.  
I Want To Be a Restaurant Owner. 1959. 32 p.  
I Want To Be a Storekeeper. 1958. 32 p.

NON-OCCUPATIONAL ACTIVITIES:

I Want To Be a Baseball Player. 1961. 30 p.  
I Want To Be a Zoo-Keeper. 1957. 32 p.

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PEOPLE:

I Want To Be a Teacher. 1957. 32 p.

SHELTERS AND NATURAL ENVIRONMENT:

I Want To Be a Carpenter. 1959. \_\_\_\_ p.

I Want To Be a Coal Miner. 1957. \_\_\_\_ p.

I Want To Be a Fireman. 1959. \_\_\_\_ p.

TRANSPORTATION CARRIERS:

I Want To Be a Bus Drive. 1957. 32 p.

I Want To Be a Mechanic. 1959. 32 p.

I Want To Be a Road-BUILDER. 1958. 32 p.

I Want To Be a Train Engineer. 1956. 32 p.

I Want To Be a Truck-Driver. 1958. 32 p.

UNDETERMINED:

I Want To Be an Animal Doctor. 1956. 30 p.

I Want To Be a Homemaker. 1961. 28 p.

I Want To Be a Policeman. 1958. 32 p.